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ABSTRACT

This curriculum guide contains five units designed to help high school, college, or postsecondary teachers and trainers to make workplace gender equity issues clear to their students and to lead students to think about and prepare for changing conditions. The units cover the following topics: changing roles and life styles, gender bias and sex role stereotyping, equity in the workplace, individual and institutional opportunities to promote gender equity, and exploring selective equity topics and issues. Each unit contains the following: an outline correlating objectives to content, teaching strategies, and resources; suggestions for the instructor, information sheets to hand out, instructor resources, such as sample lectures, transparency masters, activities, checklists, and references. A resource list includes 38 books and 31 audiovisuals, with sources. (KC)

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Changing Roles of Men and Women

Educating for Equity in the Workplace

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Curriculum Guide
1991

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CHANGING ROLES OF MEN AND WOMEN: EDUCATING FOR EQUITY IN THE WORKPLACE

The original curriculum guide, "*Changing Roles of Men and Women: Implications for Vocational Education*, was developed by the Wisconsin Board of Vocational, Technical and Adult Education Sex Equity Consultant, Mary Thompson, with assistance from Dr. Maureen Kelly, Associate Professor, Home Economics, University of Wisconsin-Madison. Funds were provided by the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE). The guide was printed June, 1984.

An updated edition was funded by the WBVTAE Education Equity Consultant, Fran Johnson. Barbara Dougherty, Director, Vocational Equity Resource and Technical Assistance Center, Center on Education and Work, University of Wisconsin-Madison, conducted the course update and revision process. The second edition was printed in June, 1989.

This volume has a new name and new focus. Instead of "Implications for Vocational Education," the new name and thrust is on "Educating for Equity in the Workplace." The current curriculum guide has a national audience, as Wisconsin-specific material has been replaced with national data.

Changing Roles (1991) was researched and edited by Margaret A. Nash of the Center on Education and Work, University of Wisconsin-Madison. Barbara Dougherty, Director, Vocational Equity Resource and Technical Assistance Center, Center on Education and Work, supervised the project.

Tremendous assistance was provided by Pat Leary, Terri Bleck, and Julie Peterson of the Center on Education and Work.

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Course Suggestions and Background Information

- At its inception, *Changing Roles of Men and Women* was offered for graduate credit, recertification credit and/or salary upgrading. However, this curriculum guide can be used in whole or in part with high school or undergraduate students, or as inservice training for school staff, businesses, or social service workers.

- The course content for each unit is organized to stand alone if the course is not taught in its entirety. The unit outlines are designed to allow flexibility in accommodating group diversity and size as well as the amount of time allowed for each unit and the entire course.

- This guide focuses on gender equity. The course could be expanded to cover equity relating to age, race, religion, sexual orientation, handicap, national origin, and ancestry.

- In planning the course, allow sufficient time between class meetings for students to adequately process the information covered and complete the course assignments.

- Basic to this curriculum guide are current trends and legislative happenings on social, psychological, and economic levels. Consequently, this guide is designed to allow for inclusion of new and updated information as it becomes available.

- You may choose not to use all of the resources provided. Here again, the intent is to provide you with a base of information.

- Unit resources are not indexed. This was done so items can be discarded or added without having to update the curriculum outline. Resources are labeled to suggest their use: Handout, Instructor Resource, Activity or Transparency Master.

- Be sure to investigate the Appendix for resources to use as background information for yourself or additional resources for your students. These resources are printed materials as well as audiovisuals.

- You will note that statistical information varies from source to source. An important part of critical thinking today is to challenge the use and interpretation of data. If students see data that appears to conflict, ask them to check the dates of data collection. Ask them to look closely at exactly what data is being collected. Often, comparing data is like comparing apples and oranges: the researchers will have defined the scope of the investigation in such a way that true comparison with a previous study is impossible.

- Some statistical resources may appear dated. We are now at the end of one census cycle and some types of information will not be updated until after the 1990 Census.

- The date of some resource articles may suggest they should be replaced with more current information. However, a particular article may actually be the best information on the subject at hand or the only information available from our sources. As you conduct the course, you may choose to incorporate new information. When you find new articles and handouts that are especially good, please consider sending copies to the Vocational Equity Resource Center. We may be able to include those materials in possible future editions.

- You may want to distribute appropriate handouts and activities prior to the next scheduled class meeting so your students can read and complete them beforehand, thus enhancing class discussions and eliminating the need to use limited class time.

- Unit 5 as planned here focuses on student presentations on course assignments. In the past, excellent projects were completed and presented. We recommend this as an important part of the process involved in getting a firm grasp on the issues of gender equity.

- This curriculum guide includes the work of many people. We have tried to give proper credit for authorship and to obtain permission to reprint. If we have made errors on either count, we would be happy to have that information so that we could correct any possible future editions.

Changing Roles and Lifestyles

Unit 1

Unit 1 *CHANGING ROLES AND LIFE STYLES*

Objectives	Content	Teaching Strategies	Resources
Be introduced to the course and become familiar with the course expectations	Course objectives and expectations	Discuss course objectives and expectations Signature Activity	• Instructor developed pretest • Course Introduction handout • Course Goals and Objectives handout • Course Assumption handout • Signature Activity
Define gender equity and related terms	Definition of terms and historical sequence of federal legislation effecting equity	Discussion, Lecture	• Beginning of Sample Lecture • Overhead transparencies • Equity Terms handout • Legislation handout
Become familiar with the general issues related to gender equity Understand the relationship of changing roles in society--lifestyle and labor force changes	Societal changes relative to gender equity a. fundamental changes b. demographic changes c. economic changes d. workplace changes e. family changes f. education changes (changes in program enrollments and graduation patterns) g. legislative changes (State and national)	Lecture, discussion, review of articles and handouts, role play, cooperative learning (state case and let group be the jury)	• Sample Lecture continued • Overhead transparencies • Articles, handouts, and activities included in unit • Videos recommended:* *Poverty Shock* *Changing Families* *On Equal Terms*

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*Videos described in Appendix

Unit 1 *CHANGING ROLES AND LIFE STYLES* (continued)

Objectives	Content	Teaching Strategies	Resources
Understand the status of women in the workforce.	Occupational segregation, pay differences, working mothers and their children		Articles, fact sheets, handouts
Identify issues for men in a changing society	Men and child care, sharing responsibilities with women at home and at work		Articles
Identify ways in which course objectives will be achieved through assignments	Journal Assignment, Individual Projects, and Equity Issues Study Groups	Journal Assignment Introduce Individual Projects and Equity Issues Study Groups	• Journal Assignment handout • Individual Project handout • Study Group Activity handout

Unit 1 Suggestions for the Instructor

- Unit 1 is an overview of the issues inherent in gender equity. It is meant to set the stage for the course and capture the essence of gender equity. Many of the major concepts illustrated in this unit will be covered more thoroughly in later units and accompanying resource materials.

- Remember to review all resources (handouts, instructor resources, activities and transparency masters) included in this unit as well as those in the Appendix. Some resources may fit your purpose better than others.

- Administer your instructor-prepared pretest for the course at the beginning of the first class to keep the results as bias free as possible. The post-test can be administered during Unit 5.

- Encourage people to bring to class items exhibiting gender equity and gender bias that can be displayed on a bulletin board and/or circulated in class.

- It usually helps to first share the Assumptions on which the course is based. Then introduce the Course Goals and Objectives. Objectives 1, 2, and 6 will be accomplished by the Individual Project. Objectives 3 through 5 should be evidenced through the Journal activity to be assigned the first class meeting. The Study Group activity and the Individual Projects are to be introduced during Unit 1 but dealt with specifically during Unit 2.

- The Signature Activity usually takes about 25-30 minutes to complete. It is generally best for you not to participate in this activity until you have an opportunity to observe the group interaction and have a feeling for the diversity or similarity of the group. Upon completion of the activity, you can ask the group to talk about this experience. What did they learn from the activity about the diverse roles and expectations people in the room may have? What did they discover about the similarities and differences between men and women? What seems to be the overriding values all of us are taught, women are taught, men are taught?

- The sample lecture provided is an example and meant to serve as background information and guide for preparing your own presentation of information. The accompanying transparency masters can be substituted by other information. Do not feel you must use them as presented here.

- The date of some resource articles may suggest they should be replaced with more current information. However, a particular article may actually be the best information on the subject at hand or the only information available from our sources.

- At the end of each session/unit, remember to distribute articles and activities pertinent to the next session/unit. This will contribute to class time efficiency, give people more time to process the information, and facilitate more effective class discussions.

Definition of Gender Equity

THE CHANGING ROLES OF MEN AND WOMEN: EDUCATING FOR EQUITY IN THE WORKPLACE

Society is changing so rapidly that some of our most sacred of traditions are less and less helpful as we face today's challenges and look to tomorrow's opportunities.

The rigid roles we have expected of men and women, for example, are becoming less compatible with the economic and social realities of the 1990's. They limit people's ability to reach their full potential, and the nation's ability to tap the best talent available. The basis for sex role expectations in the workplace is crumbling under the impact of new technologies and job requirements.

Roles within the family are also changing. For example, women accounted for 60% of the increase in the civilian labor force in the last decade. Today only 4% of all American families consist of a husband-breadwinner, wife-homemaker and two children. In 1985, nearly half of all mothers with preschool children were in the labor force. In 1985, the number of husband-wife families with males as the breadwinner decreased, and the number with female breadwinners increased. Since 1981, wives earned more than their husbands in 16% of dual earner couples. Fifty-five percent of these couples had no children present in the home. Thirty-three percent of these secondary earner husbands worked part time by choice. In the 1990's, 86% of parents with children of any age will both be in the work force.

Perhaps one of the most startling projections is this: a married woman can expect to spend 34 years in the labor force; if not married, she can expect to spend 41 years. She can expect to spend 2/3 of her adult life without children in the home and 1/4 to 2/3 of her adult life without a husband.

The only tradition that seems to persist is the discrepancy in pay between males and females in nearly every occupational area, even when experience and educational preparation are held constant. This tradition contributes to the growing significance of the problem of poor women, i.e., the "feminization of poverty." Women who are single heads of households are more likely to be poor. They headed approximately 50% of all families below the poverty threshold. Approximately 75% of all families headed by women of color are living in poverty.

Sex role stereotyping and gender bias lead to gross underutilization of talented men and women in occupational training programs, in the paid labor force and in the family. Gender equity, on the other hand supports growth and opportunity for all people.

Our greatest challenge as vocational educators is to tap and develop the talents and skills of all students to meet future individual, business and societal needs. We need to attract and keep good students of both genders. What better way to meet this challenge than to create an institutional environment that helps students free themselves of sex role expectations, and provides effective support for the choices they make. What better way to meet this challenge than to develop individual and institutional practices that promote equal opportunities, build partnership skills and enhance people's ability to work together productively. What better way to meet this challenge than by building into course content the resource material and experiences that prepare students for the technological, cultural and social changes in the workplace.

COURSE GOALS AND OBJECTIVES

Course Goals

To promote the full utilization of human resources within our institution and outside of it.

To expand course participants' knowledge of gender equity related issues.

To foster activities at the district level that reduce gender bias and stereotyping in vocational education.

Course Objectives

At the end of this course, participants should be able to:

1. State the positive results that gender equity can have on students and staff.
2. Apply the definition of gender equity, gender bias, gender role stereotyping, gender discrimination and other related terms to actual examples in your community and educational agency.
3. Examine ways our environment shapes attitudes and behavior.
4. Review existing gender role expectations and their social, economic and physical impact on people, particularly in the work place.
5. Identify trends in business and industry that support the need to achieve gender equity.
6. Identify policies, practices and attitudes that foster gender equity in vocational education.

Recommended Weighting of Requirements for Successful Course Completion

	Continuing Education Credit	Graduate Credit
Journal Assignment	25%	30%
Individual Project Assignment	25%	35%
Study Group Assignment	25%	20%
Class Participation	25%	15%

COURSE ASSUMPTIONS

- We all care about equity; we all have a stake in it personally and professionally.
- The issue reaches across all elements of society: age, race, gender, class.
- The course is an exploration and discovery process.
- We are all influenced by society's mores, values, and expectations; few of us discriminate, but we all have biases and stereotypes.
- Gender, race, and handicap bias limit both males and females.
- We need to understand our own attitudes and develop stake in promoting equity. Then we can help students reach their full potential.
- Dealing with gender bias helps enhance our understanding of human relations, which helps us improve teaching and counseling.

EQUITY TERMS

"Gender Equity" is the term that describes an educational environment where individuals would consider options and make choices based on their abilities and talents and not on gender role stereotypes and expectations. In addition, there are many other terms about gender equity that are new and sometimes confusing.

1. **Sex/Gender Discrimination**--Any action that limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their gender.

2. **Sex/Gender Bias**--Behaviors resulting from the assumption that one gender is superior to the other.

3. **Sex/Gender Role Stereotyping**--Attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their gender.

4. **Occupational Gender/Sex Role Stereotypes**--Those in which specific occupations are linked, and believed to be appropriate, to members of one or the other gender.

5. **Equity**--Moving beyond discrimination; equalizing, reforming and improving; based on concepts of fairness, justice, and freedom from favoritism.

6. **Equality**--The quality or state of being equal.

7. **Gender Fairness**--Treating people of both genders in the same manner.

8. **Gender Affirmative**--Providing special assistance to people of one gender so they may benefit from the same opportunities as members of the other gender.

9. **Androgyny**--Refers to one's characteristics that are free from rigid sex-role stereotypes. The androgynous person is viewed as able to exhibit behaviors that are both traditionally feminine and traditionally masculine.

10. **Feminine**--Having characteristics or behaviors considered unique to women.

11. **Masculine**--Having characteristics or behaviors considered unique to men.

12. **Nontraditional Worker**--A person employed in an occupational area once considered appropriate for the other gender.

13. **Nontraditional Occupations**--Those not traditionally held by members of one gender. For example, carpentry is a nontraditional occupation for women; nursing, for men.

SAMPLE LECTURE

MAJOR CHANGES IN SOCIETY AFFECTING MEN AND WOMEN

Roles in society have been based primarily on gender. Women's work means one thing to us, men's work means another. The roles of men and women in society used to be more clearly delineated; for many people, those clearly-delineated roles worked relatively well, at least as a way of providing economic security for the majority of men and women.

But over the years these well-defined roles have been working for fewer and fewer people. Major changes in the family and in the work place are disrupting, for better or for worse, role definitions based on gender. These changes are affecting people in a whole variety of ways. We'll look at that today and look at the relevance of these changes to vocational education. We'll spend some time in small groups looking at how these role changes express themselves and talk about the opportunities you as vocational educators have to address these changes.

But first I believe it's important to define some terms that are implicit and central to the discussion of changing roles of women and men and essential to the goal of providing quality vocational education.

The first term is GENDER EQUITY.

TRANSPARENCY #1: Gender Equity Is:

1. Freedom from favoritism based on gender
2. Equal treatment that frees men and women to expand and develop according to their needs, and
3. It fosters mutual trust as persons of both genders are unrestricted in their roles

TRANSPARENCY #2: Gender Equity Activities Are Deliberate Efforts To:

1. Build partnership skills
2. Enhance men's and women's abilities to work together productively
3. Build stable, satisfying relationships
4. Expand career opportunities - develop talent
5. Eliminate gender bias, gender role stereotyping, and gender discrimination

TRANSPARENCY #3: Behaviors That Limit Gender Equity:

1. Gender Discrimination: any action that intentionally limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of gender
2. Gender Bias: behaviors resulting from the assumption that one gender is superior to the other
3. Gender Role Stereotyping: attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their gender

Now, let's look at the changes in the family and in the work place that have forced role changes for men and women. First we'll concentrate on changes within the family, and secondly, on changes within the workplace.

FAMILY

TRANSPARENCY #4: Men in Relationship to the Home:

Discuss each of the points on the transparency.

Question: In the 1950's, what percent of families consisted of the father in the paid work force and the mother at home with two or more school-age children?

Answer: 65 percent. Today, what is the percentage? 4 percent.

TRANSPARENCY #5: The Trend:

In 1985, nearly half of all mothers with preschool children were in the labor force.
In 1985, the number of husband-wife families with males as the breadwinners decreased and the number of husband-wife families with females as the breadwinner increased.
Since 1981, wives earned more than their husbands in 16 percent of dual-earner couples. Fifty-five percent of these couples had no children present in the home.
Thirty-three percent of these secondary-earner husbands worked part-time by choice.
By 1990, 86 percent of parents with children of any age will both be in the workforce (DOL Bureau of Labor Statistics).

Perhaps one of the most startling projections is this: a married woman can expect to spend 34 years in the labor force; if not married, she can expect to spend 41 years. She can expect to spend two-thirds of her adult life without children in the home and one-half to two-thirds of her adult life without a husband. Major demographic changes are forcing women to reduce the importance of marriage in their lives and increase the importance of a career.

Let's speculate a minute about the implications of these changes for vocational education.

And finally, what is the other change in the family? The one you probably thought I would mention first?

TRANSPARENCY #6: Marriage/Divorce:

The proportion of families maintained by women has increased dramatically, which means some major economic changes for women and children and implications for vocational education.

Women who maintain families are more likely to face serious economic difficulties.

TRANSPARENCY #7: Women and Poverty:

Women and their children are rapidly becoming the vast majority of those in poverty. Women represent 61 percent of all those 16 years and older below the poverty level. Think about that. Two out of three people who meet the poverty guidelines are women. Seventeen percent of all families in the U.S. are headed by women, yet those families account for approximately 1/2 of all poor families.

TRANSPARENCY #8: Families in Poverty:

Discuss the national statistics.

Now, let's look at the data for our state.

Note to instructor: Contact your state's Department of Labor, Office for Children and Youth, Women's Bureau, and/or census reports to find statistics on families in poverty.

TRANSPARENCY #9: Families - Summary:

With certainty, we can say that diversity in families is the name of the game today. The nuclear family certainly exists, but the stereotype of the nuclear family, i.e., husband-breadwinner, wife-homemaker and two children, is represented by only 4 percent of the families in the United States today. We have smaller families, spouses working for pay, impermanent marital ties and an increasing percent of preschool children cared for outside the home. So we have all these multiple family units and again these present challenges to vocational educators, especially at the adult level, as we modify our institution to take into account the kinds of responsibilities and role changes people are making.

PAID WORKPLACE

The second major change that is occurring in society today has to do with work and the workplace. It's obvious in three areas: the changing nature of work, the changing source of jobs and the composition of the workforce. It is an older workforce and one that is increasingly made up of more women.

Question: At the height of World War II women were recruited into the workforce. A heavy emphasis was placed on encouraging women to join the workplace to replace men who were off fighting. Just out of curiosity, what percentage of women do you think were in the paid workforce at that time?

Answer: 36 percent.

TRANSPARENCY #10: Women's Participation in the Labor Force has Grown Dramatically:

As you can see, in 1975 roughly 46.3 percent of adult women were in the labor force. In 1986 55.3 percent of all adult women were in the workforce.

TRANSPARENCY #11: Women in the Workforce:

(As you go through this, discuss in particular the statement that women's work life expectancy compares closely with men's. There are implications at the secondary level, but also all the way through for women and for men.)

Question: What percent of the women in the workforce today do you think are working part-time?

Answer: One out of four. Three out of four employed adult women work full-time.

Where do they work? In what jobs? Women still primarily are segregated into four major categories, which happen to be growth areas. However, they are also low-paying and often dead-end type jobs, such as, retail sales, service, clerical, and factory/assembly. Nevertheless, the roles of women and men in the paid labor force are changing, even if those in "nontraditional occupations" are still in the minority.

TRANSPARENCY #12: Women in Nontraditional Jobs, Men in Nontraditional Work:

Read list quickly.

These changing roles in the workplace are accompanying changes in mores, values, behaviors, expectations, laws, and opportunities. Workplace mores are changing. What was once acceptable behavior--in fact, perceived as (almost expected as) proof of a man's masculinity and a woman's femininity may now be cause of litigation and/or dismissal. Behaviors, requests, language, and practical jokes that women, minorities and non-minority males have had to ignore, put up with, or quit because of, are now recognized as unacceptable, unproductive, damaging, or illegal.

With changes in the roles of men and women in the workplace come questions, concerns, and uncertainty:

1. Men are afraid women can't do certain jobs. Men sometimes are afraid to take the "risk" of hiring a woman, especially in fields that have been almost exclusively dominated by men.--Give examples.

2. Women are uncertain about the men who enter their fields. Women sometimes wonder what is wrong with him, or else they may expect more of the men than they do of each other.

3. Men sometimes feel that if a woman enters a "man's" world, she ought to adapt--get used to the jokes and the language and the gruff and abrupt style of doing things.

4. Women sometimes feel they have to cover up who they really are and take on "masculine" behaviors, approaches, etc., in order to be accepted.

5. On the other hand, women sometimes feel men are over-protective, patronizing and don't treat them the same as any other employee.

6. Men sometimes worry about criticizing women. Men may be afraid that female employees can't take criticism, that they'll fall apart or get too emotional, and men don't know how to handle that.

7. Women sometimes feel they don't get a true evaluation of their work.

The list goes on and on, for business and industry. Issues like a woman's willingness to travel, put in long hours, share child care and responsibilities of sick leave for child care with her husband, all must be faced and faced equitably. Firms employing primarily women are beginning to resent bearing the brunt of responsibilities that traditionally have been those of women, that is, the school always calling mothers when children get sick instead of sometimes calling fathers.

It's not all negative in the workplace, however. Men and women share more, and realize more of their potential. They are often more interesting to each other and more personally satisfied.

Finally, a lot hasn't changed, some of which is counterproductive to making the most of the changes.

TRANSPARENCY #13: A Lot Hasn't Changed

TRANSPARENCY #14: A Woman's Earnings

TRANSPARENCY #15: People of Color

IMPLICATIONS FOR VOCATIONAL EDUCATION

What are the implications? Pretty simple, actually.

We prepare people for work, and serve business and industry by providing a skilled labor force.

PEOPLE MEANS ALL PEOPLE.

WORK MEANS ALL KINDS OF WORK WITHIN OUR MISSION.

SKILLED LABOR FORCE MEANS OCCUPATIONAL SKILLS,
BUT IT ALSO MEANS AGGRESSIVE LIFE SKILLS.

TRANSPARENCY #16: Success Depends On (you may want to duplicate this and the next transparency for distribution):

List quickly.

Success in the workplace and therefore preparation for work is affected by other factors as well.

TRANSPARENCY #17: Workplace Success Also Depends On:

Discuss the various statements in this transparency.

Our greatest challenge as vocational educators is to tap and develop the talent and skills of all students to meet future individual, business, and societal needs. We need to attract and keep good students of both genders. What better way to meet this challenge than to create an institutional environment that helps students free themselves of sex role expectations and provide effective support for the choices they make. What better way to meet this challenge than to develop individual and institutional practices that promote equal opportunities, build partnership skills and enhance people's ability to work together productively. What better way to meet this challenge than by building into course content the resource material and experiences that prepare students for the technological, cultural, and societal changes in the work place.

Gender bias, stereotyping, and discrimination influence:

1. How we view ourselves--our level of confidence and comfort, especially in unconventional or nontraditional roles and jobs.

2. What we believe are appropriate vocational and lifestyle choices.

3. How seriously and effectively we pursue these choices.

4. How well we can earn a living--job mobility and upward mobility.

5. How we interact on the job.

Sexual harassment is an outgrowth and inevitable outcome of sex bias and stereotyping, which effects productivity, employee turnover, and our sense of self-worth.

It also effects employees and employers legally.

Gender bias hurts people in a variety of ways, many of which relate to the role of vocational educators as we prepare people for work and provide business and industry with a skilled work force.

Gender Equity is a concept which, if encouraged--if integrated consciously into our ongoing operations, will help people make the most of what vocational education is all about and will help vocational education be more relevant and appropriate for all people.

Historically, however, vocational education focused almost exclusively on specific skill training and has prepared women for "women's work" (homemaking and low-paying occupations) and men for "men's work."

Even today, these patterns persist.

With the passage of the Federal Vocational Education Act in 1976 and reinforced by the current act, vocational educators have been challenged to respond to these changes by addressing sex bias, stereotyping, and discrimination in recruitment, retention, and placement of students; public information; counseling; instruction; and curriculum materials. Vocational education has also been challenged to provide special services to displaced homemakers, single heads of households, homemakers returning to the work force, women and men in nontraditional occupations, disadvantaged and handicapped students. Vocational education has been challenged to encourage expanding career choices for both women and men.

The purpose of this course is to look at the concepts of gender bias, stereotyping, discrimination, and equity in the context of the changing work world, and to examine more specifically our role as vocational educators.

Gender Equity Is:

- **Freedom from favoritism based on gender**
- **Equal treatment that frees men and women to expand and develop according to their needs, and**
- **It fosters mutual trust as persons of both gender are unrestricted in their roles**

Gender Equity Activities are Deliberate Efforts to

1. Build partnership skills
2. Enhance men's and women's abilities to work together productively
3. Build stable, satisfying relationships
4. Expand career opportunities–develop talent
5. Eliminate gender bias, gender role stereotyping, and gender discrimination

Behaviors That Limit Gender Equity

Gender Discrimination

Any action which intentionally limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of gender.

Gender Bias

Behaviors resulting from the assumption that one gender is superior to the other.

Gender Role Stereotyping

Attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their gender.

Men in Relationship to Home

In 1982 the unemployment rate for men was higher than that for women, virtually for the first time since 1950.

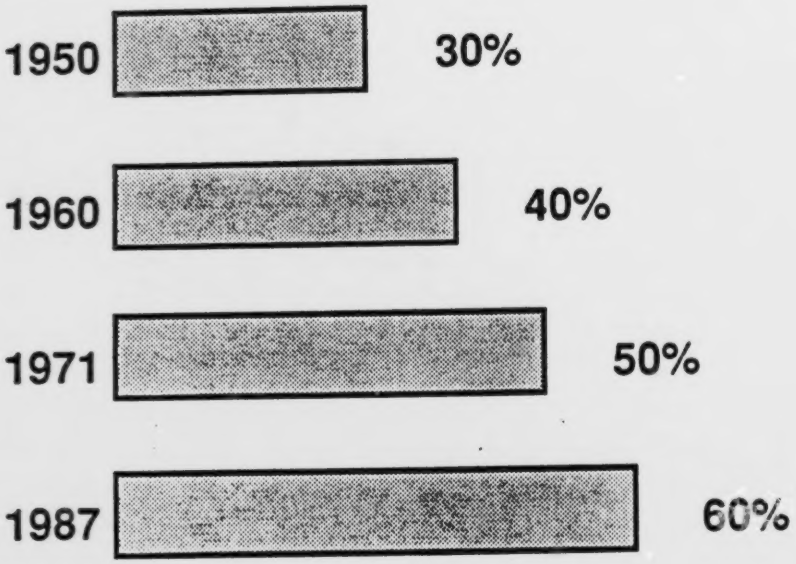
Economic stress, employment problems and unemployment are contributors to wife abuse and statistically (significant) correlated with suicide and homicide rates.

Husbands have become more involved in the birth and care of children. Nearly 80 percent of husbands are now with their wives in the delivery room, compared to only 27 percent a decade ago.

One out of four new mothers said their husbands will be primarily responsible for their baby's care when she returns to work.

The Trend

Percent of families with children at home in which both spouses work outside the home



Source: U.S. Census Bureau

TRANSPARENCY #6

Marriage/Divorce

One out of two new marriages today will end in divorce

85% of divorced people marry a second time

60% of these second marriages end in divorce

Women and Poverty

Proportion of families maintained by women has increased dramatically.

Women and their children are rapidly becoming the vast majority of those in poverty.

Women equal 61 percent of all those 16 years and older below the poverty level. Women are 53% of the population.

17% of all families in the U.S. are headed by women; those families account for 48% of all poor families.

TRANSPARENCY #8

Families in Poverty

Families maintained by women have a poverty rate three times that of all families and five times the rate for married couple families.

55% of children under 18 in families with a female head of household live below the poverty level.

50% of black families and Hispanic families maintained by women had income below the poverty level.

Type of Family	1985	1980
Total families with earners	$522	$407
Married-couple families	582	445
Families maintained by women	297	225
Families maintained by men	450	380

Source: U.S. Department of Labor, Bureau of Labor Statistics and U.S. Department of Commerce, Bureau of the Census. (1986)

TRANSPARENCY #9

Families

Diversity

- Nuclear Family = 4%
- Extended Family
- Single Parent Family
- Mixed (Second Marriages) Family
- Single Person - Extended
- Unmarried Couples Living Together
- Same Sex Partnerships

Small Families, Working Spouses, Impermanent Marital Ties

TRANSPARENCY #10

Labor Force Participation Rates of Women by Age, Selected Years

Age (in years)	1975	1986	Change
Total 16+	**46.3%**	**55.3%**	**9.0**
16-17	40.2	43.7	3.5
18-19	58.1	62.3	4.2
20-24	64.1	72.4	8.3
25-34	54.9	71.6	16.7
35-44	55.8	73.1	17.3
45-54	54.6	65.9	11.3
55-64	40.9	42.3	1.4
65+	8.9	7.4	–1.5

Source: U.S. Department of Labor, Bureau of Labor Statistics, Employment and Earnings, January 1987.

Women in the Workforce

Over the last 20 years, the number of women in the workforce has risen by 21 million (95 percent increase).

Two out of every three new workers in the next decade will be women.

Women's worklife expectancy compares closely with men's:

41 years - men and single women
34 years - women married with children.

By 1990, 91 percent of women between the ages of 25 and 34 will be in the workforce.

Source: U.S. Department of Labor, Bureau of Labor Statistics, Women at Work.

TRANSPARENCY #12

Women in Nontraditional Jobs
Men in Nontraditional Work

Women	***Men***
Construction	Offices - as Telephone Operators or Clerical Workers
Mining	Hospitals - as Nurses or Technicians
Policework	Child Care Centers
Fire Fighting	Housework
Printing	
Publishing	
Board Members	

And Accompanying Changes in Mores, Values, Behaviors, Expectations, Laws and Opportunities

A Lot Hasn't Changed

Many women still perceive their role in the workforce as secondary to men's, so do many men.

Many women and men view women's involvement in the workforce as temporary.

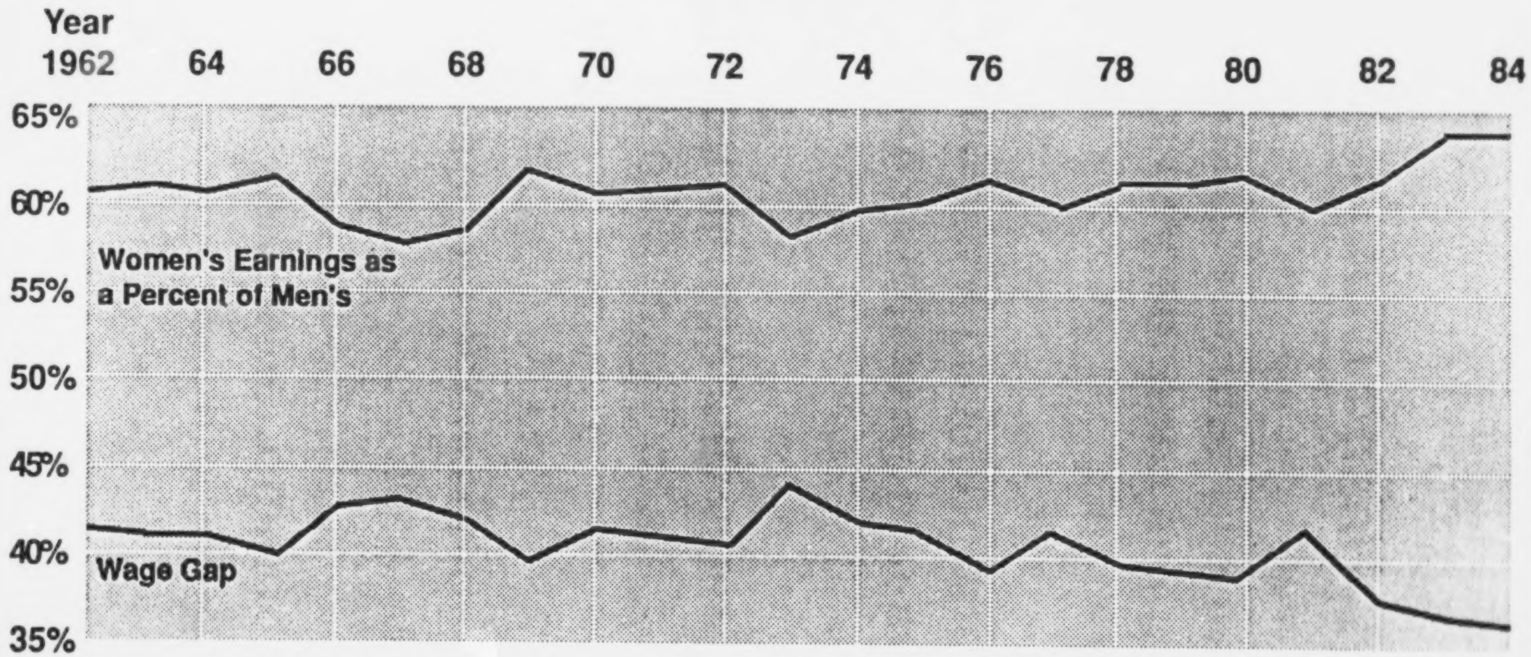
Men and women still face internal and external barriers to nontraditional work.

The wage gap has not changed significantly.

The status of minority workers has not changed significantly.

1-30

Women's Earnings as a Percent of Men's and the Wage Gap
1962-1984



Note: Based upon median annual earnings of full-time workers aged 14 years and over working year-round.

Source: Janet L. Norwood, "Working Women and Public Policy," U.S. Department of Labor, Bureau of Labor Statistics, Report 710, August 1984, Table 3.

TRANSPARENCY #14

1984 Median Earnings Year-Round Full-Time Workers

All women	$14,780	All men	$23,218
White women	14,904	White men	23,962
Black women	13,720	Hispanic men	16,940
Hispanic women	12,545	Black men	16,636

1985 Unemployment Rates

Teenagers (16-19 years)	Rate	Adults (20 years of age and over)	Rate
Black men	41.0	Black men	13.2
Black women	39.2	Black women	13.1
Hispanic men	24.7	Hispanic women	9.9
Hispanic women	23.8	Hispanic men	9.1
White men	16.5	White women	5.7
White women	14.8	White men	5.4

Success in Workplace Depends On:

Occupational skill level

Assertive life skills

Communication

Human relations

Computer literacy

Problem solving

Basic math, science, foreign language

Initiative taking
  assertiveness
  decision making abilities

Workplace Success Also Depends On:

Healthy self image

Job satisfaction - good career decisions - ongoing

Perception of relationship to workplace (length of time, level, opportunity)

Ability to access the job market, negotiate or bargain for decent wages, make the most of opportunity

Recognition of importance of life long learning, upgrading, retraining

Ability to make most of changing circumstances

Ability to deal with gender and race role changes and conflicts, including harassment and discrimination (knowledge of laws, grievance procedures)

Ability to accept people in a variety of positions regardless of race, sex, etc.

Ability of individuals, employers, and educational institutions to provide supportive structures to help employees combine job/career and family

TRANSPARENCY

GOALS OF VOCATIONAL SEX EQUITY IN SCHOOLS

1. To protect students' rights to an equal education free of discrimination on the basis of their sex. In Wisconsin, the Pupil Nondiscrimination statute (S. 118.13) protects students on the basis of sex as well as race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, and physical, mental, emotional or learning disability classifications. The administrative rule (PL 9) for this statute includes bias, stereotyping and pupil harassment as forms of discrimination.

2. To help students free themselves from limiting, rigid, sex role stereotypes and sex bias.

3. To assist students to explore and participate in a broader range of educational programs and activities leading to:

   A. greater educational achievement
   B. multi-cultural awareness and respect for diversity
   C. nontraditional, new and emerging, and technical occupations
   D. higher wage and higher benefit occupations leading to economic self-sufficiency, especially for females
   E. more satisfying occupations and careers.

4. To help students understand, think about, and prepare for a future characterized by change and diversity, especially in male and female life roles, relationships, and careers.

5. To educate students about personal and social problems that have been caused by rapid social and economic changes, by traditional socialization of males and females, or which disproportionately affect girls and women or other groups having minority status.

Source: Barbara Bitters, 1990, Wisconsin Department of Public Instruction

TRANSPARENCY

Historical Sequence

Federal Laws	Year
United States Constitution	1787
14th Amendment to Constitution	1868
Brown vs. Board of Education	1954
Executive Order on Affirmative Action	1961
Vocational Education Act Equal Pay Act	1963
U.S. Civil Rights Act passed Title VI Education Title VII Employment	1964
Executive Order 11246 amended by 11375	1968
DHEW National Origin Memo	1970
Title IX of Education Amendments	1972
Section 504 Rehabilitation Act	1973

TRANSPARENCY

Historical Sequence

Federal Laws	Year
Women's Educational Equity Act	1974
Lau vs. Nichols Supreme Court decision (National Origin)	
Education of All Handicapped Children, P.L. 94-142	1975
Vocational Education Act (amended)	1976
Pregnancy Discrimination Act (amended Title VII of CRA)	1978
Age Discrimination Act	
OCR Guidelines	1979
Federal court held Title IX applied to employment	1981
Bilingual Education Act	1984
Carl Perkins Vocational Education Act	1985
Civil Rights Restoration Act	1987

TRANSPARENCY

Major Trends Affecting Tomorrow's Workforce

The Number of Workers Will Fall

The Average Age of Workers Will Rise

More Women Will Be on the Job

One-Third of New Workers will be People of Color

There Will Be More Immigrants

Most New Jobs Will Be In Services and Information

New Jobs Will Require Higher Skills

Challenges For Business will be Immense

Gender equity is fair and just treatment of individuals, which allows them to:

- choose educational programs and careers,
- enter programs and careers according to their needs, informed interests and abilities, and
- participate fully in, and to benefit from, those programs without regard to their gender.

The promotion of gender equity in education programs involves creating an educational environment that helps students free themselves of limiting sex role expectations and fosters preparation for future family and work roles.

Source: Barbara A. Bitters, 1989, Wisconsin Department of Public Instruction.

The 7 Skill Groups

Organizational Effectiveness/Leadership

Interpersonal/Negotiation/Teamwork

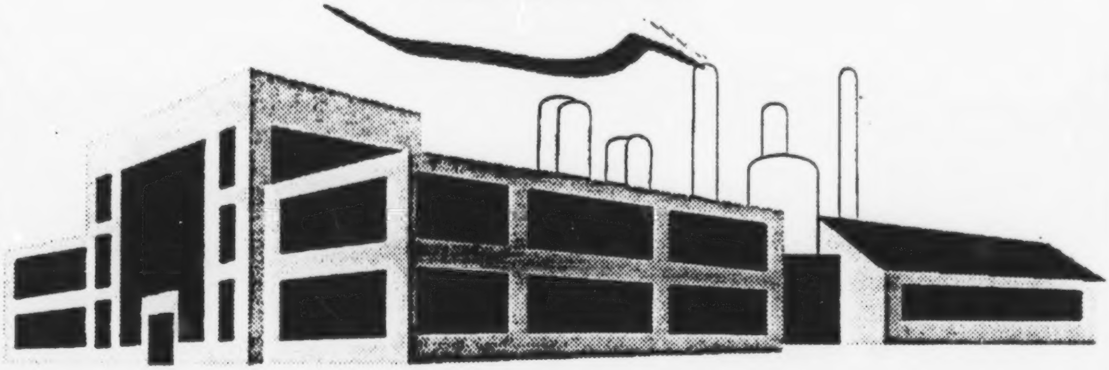
Self-Esteem/Goal Setting-Motivation/Personal & Career Development

Creative Thinking/Problem Solving

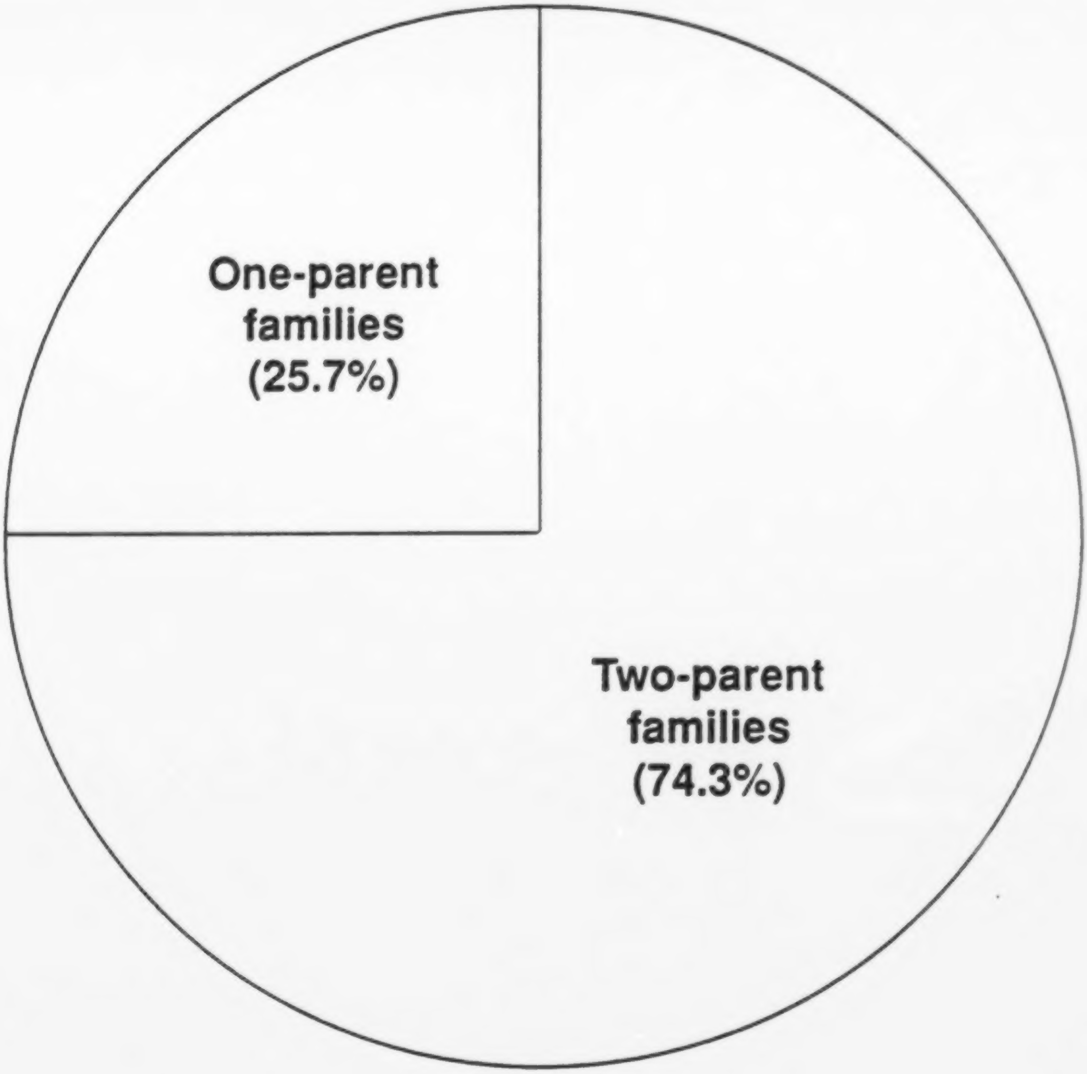
Communication: Listening & Oral Communication

3 R's (Reading, Writing, Computation)

Learning to Learn



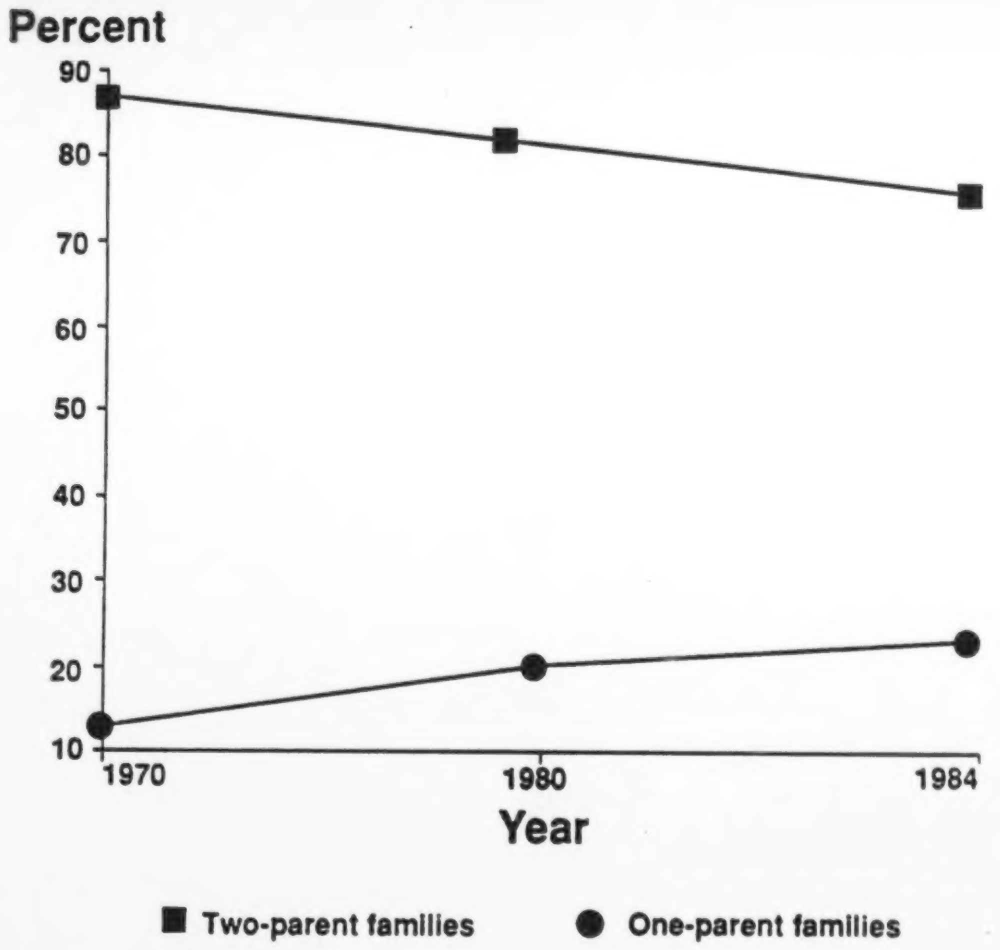
U.S. Families with Children in 1984



SOURCE: Rawlings et al. (1985), p. 45.

Source: Career Development of Single Parents, ERIC Clearinghouse on Adult, Career, and Vocational Education, 1987.

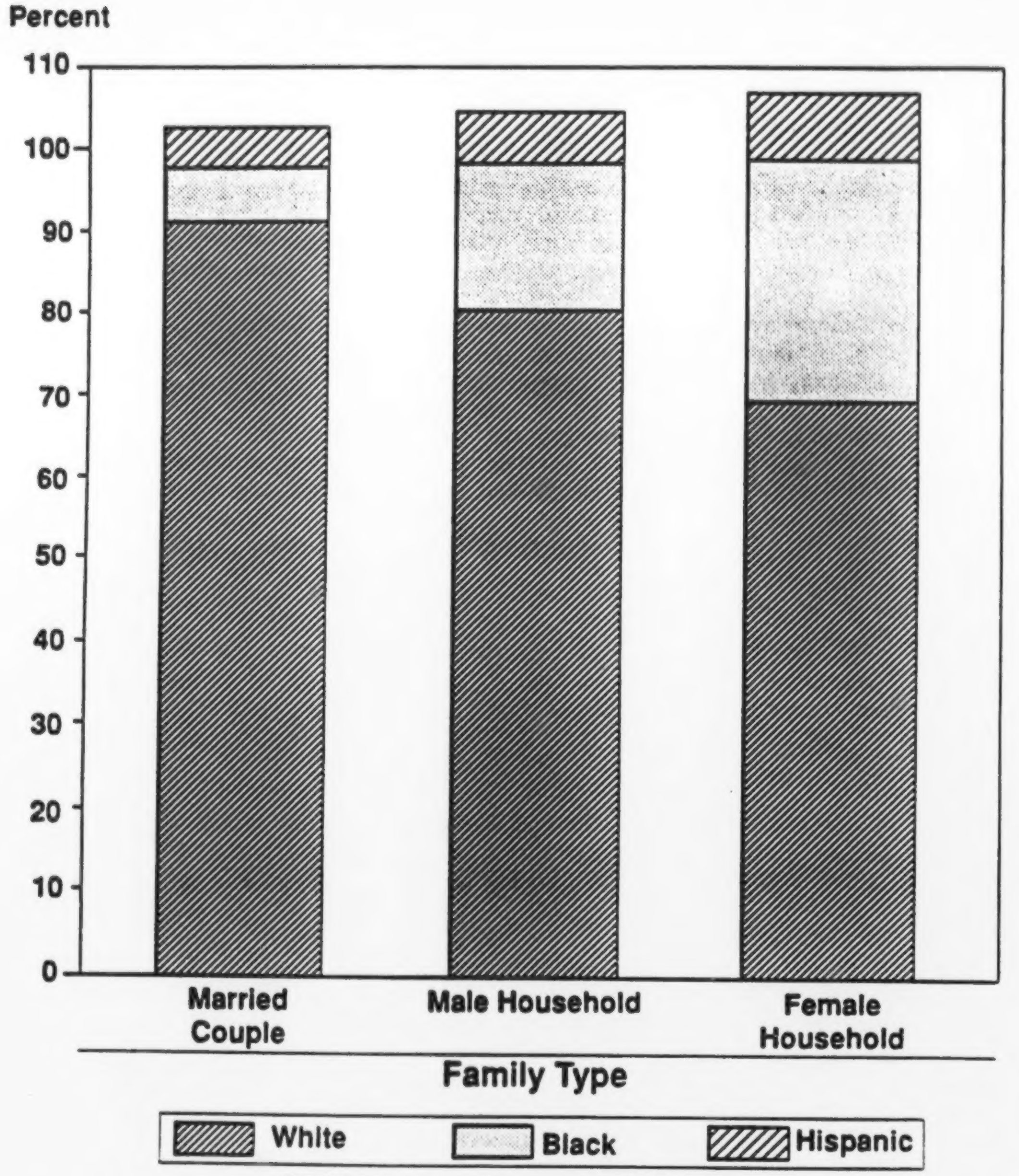
One- and two-parent families, 1970-1984



SOURCE: Rawlings et al. (1985), p. 43.

Source: Career Development of Single Parents, ERIC Clearinghouse on Adult, Career, and Vocational Education, 1987.

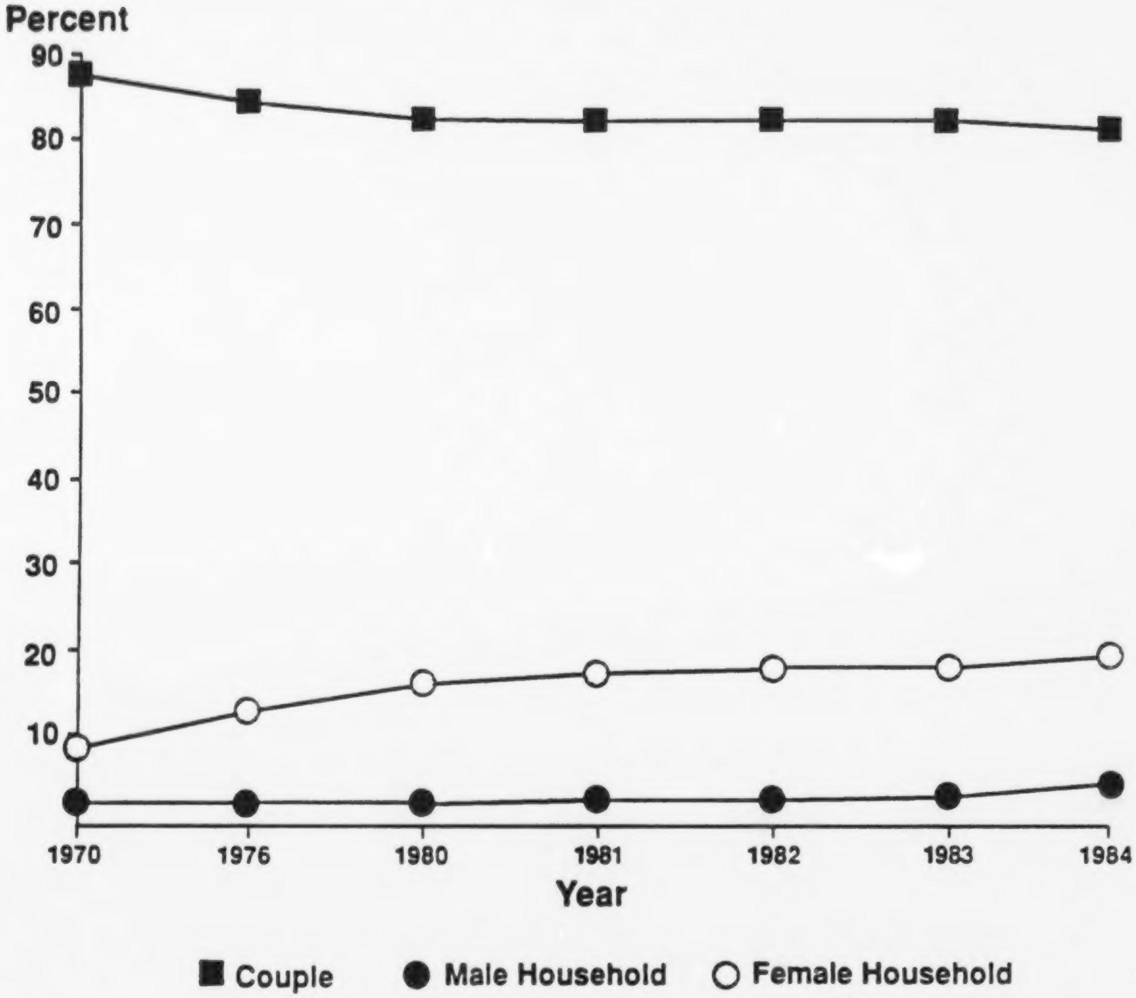
Family Households with Children, 1985



SOURCE: Rawlings et al. (1985), p. 47.

Source: Career Development of Single Parents, ERIC Clearinghouse on Adult, Career, and Vocational Education, 1987.

Family households with children, 1970-1984



SOURCE: Rawlings et al. (1985), p. 45.

Source: Career Development of Single Parents, ERIC Clearinghouse on Adult, Career, and Vocational Education, 1987.

Handout
Instructor Resource

GENDER ROLES

A Man is Taught

- to control
- to score, to achieve
- to pursue goals, take charge
- to discuss women's bodies
- to have a dream
- to work as a team
- to take risks, challenges
- to make the rules, decisions
- to put women on a pedestal
- to expect service from women
- to belittle girlish things

A Woman is Taught

- to do what she's asked
- to be pleasing to a man
- to hurt no one's feelings
- to look good
- to be taken care of
- to compete for a man's attention
- to care for others before self
- to follow rules
- to let others make choices for her
- to be friendly, helpful

OVERVIEW OF EQUAL OPPORTUNITY LEGISLATION

Equal Pay Act of 1963

This act, the first piece of federal legislation forbidding sex discrimination in employment, is an extension of the Fair Labor Standards Act. It was designed to prevent sex discrimination in the payment of wages. The act essentially provides for equal pay for equal work; however, the definition of equal work is left with the courts.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination against students on the grounds of race, color or national origin in programs receiving federal funds. Title VI and related case law prohibits discrimination on the basis of race in student admissions, access to courses and programs, and student policies and their application. They also require the provision of bilingual instruction or some other method of compensating for students of limited English speaking ability. Any institution or agency receiving federal funds is covered by Title VI. Most education activities of the recipient agency or instruction are covered, even some activities or programs not in direct receipt of federal funds. Title VI is enforced by the Office of Civil Rights of the U.S. Department of Health, Education and Welfare.

Title VII of the Civil Rights Act of 1964

This act makes it illegal for private employers, labor unions, employment agencies, state and local governments, and employees of educational institutions to discriminate on the basis of race, color, religion, sex, or national origin. It is unlawful to discriminate in:

- recruitment, hiring, firing, layoff, recall
- wages, conditions or privileges of employment
- classification, assignment or promotion
- use of facilities
- apprenticeship training or retraining
- application of referral procedures
- sick leave and pay
- overtime work and pay
- insurance coverage
- retirement privileges
- printing, publishing, or circulating advertisement relating to employment
- promotion opportunities

Harassment on basis of sex is a violation of Title VII (guidelines issued, November 10, 1980)

Executive Order 11246

This order prohibits employment discrimination based on sex, as well as on race, color, religion, or national origin, by federal contractors or subcontractors. The order covers employers with a federal contract of more than $10,000 and does not exempt specific kinds of employment or employees. Unlawful practices include discrimination in recruiting or recruitment advertising; hiring, upgrading, demotion, or transfer; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship. Regulations have been ordered which required hiring women in all construction craft jobs--3.1% of the work crews in each craft by 1979, 5% by 1980, and 6.9% by 1981. Companies and unions which run federally registered apprenticeship programs in these crafts have to enroll women at the rate equal to half their percentage of the general work force in any area--about 20% for most entering classes.

Revised Order No. 4

This order requires contractors with 50 or more employees and a contract of $50,000 or more to take affirmative action in the employment of minorities in job categories where they have been underutilized. The order requires similar goals and timetables for women as well as minorities. In brief, the order requires affirmative action programs to have the following: (1) A self-analysis of deficiencies in compliance, (2) corrective action to remedy deficiencies, (3) goals and timetables where numbers/percentages are relevant to correct situation, (4) development or reaffirmation of an equal opportunity policy, (5) dissemination of policy throughout community, (6) report system to measure program effectiveness, and (7) a procedure for getting support from local groups to improve employment opportunities for minorities and women.

Titles VII and VIII of the Public Health Services Act

These titles forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected are those receiving financial assistance under the Public Health Services Act. Teachers and employers who work with students covered by this Act are also covered.

Title VII of the Civil Rights Act of 1964

As amended by the Equal Employment Opportunity Act of 1972, this title prohibits discrimination in the employment of personnel on the basis of race, color, religion, national origin, or sex. All institutions or agencies with 15 or more employees including state and local governments and labor organizations are covered under the Act. Title VII prohibits discriminatory practices in most terms and conditions of employment.

Equal Pay Act of 1963, Amended by the Education Amendments of 1972

This amendment prohibits sex discrimination in salaries and fringe benefits. It covers all employees of educational institutions--professional, executive, and administrative positions.

Title IX

In 1972, Congress enacted Title IX of the Education Amendments Act, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. Title IX states: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . ."

The Title IX regulations were issued after much delay on June 4, 1975. The regulations state that with certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, vocational or other educational program (pre-school to post-graduate) operated by an organization or agency that receives or benefits from federal aid.

The exceptions included: U.S. military schools, although such schools began admitting women in 1976, religious schools, Girl Scouts and Boy Scouts, YMCA/YWCA, and other single-sex youth service organizations, social fraternities and sororities, Boys State/Girls State, and father-son and mother-daughter activities.

The regulations are divided into six categories: general provisions, coverage, admissions, treatment of significant implications for recruitment, facilities, financial aid, student rules, counseling programs, housing rules, health care and insurance benefits, scholarships and other recognition activities, marital and parental status of students, student employment, athletics and other extracurricular activities, course content, sexual harassment, single-sex courses, and school district provision of significant assistance to any organization, agency or individual that discriminates on the basis of sex. The regulation does not require or abridge the use of the particular textbooks or curriculum materials.

By July 21, 1976, educational institutions were to comply with the following procedural requirement of Title IX. Educational institutions were to 1) appoint a Title IX Coordinator to monitor compliance and to handle grievances; 2) adopt and publish a grievance procedure for prompt and equitable resolution of complaints; 3) annually provide notice of the districts compliance with Title IX to students, parents, employees, job applicants, unions, and other professional associations; 4) provide a public notice of compliance with Title IX in a local newspaper; 5) conduct a self-evaluation to determine where the districts' policies or practices might constitute sex discrimination and to set forth remedial steps to eliminate the affects of sex discrimination within a three-year period; and 6) to file an assurance of compliance with the U.S. Office for Civil Rights.

When Title IX was enacted, it contained employment-related protections for employees of educational institutions that were not yet covered by Title VII or state law, especially in the area of pregnancy and marital or parental status. Prior, to Title IX's passage, it was common practice to: pay female teachers less than male teachers because males were presumed to be the head of a household; to pay female coaches less than male coaches; and to require pregnant teachers to leave the classroom immediately. Title IX requires that school districts have a grievance procedure for employees to use if they have a complaint of discrimination, and requires that employees and applicants for employment be informed that the school district does not discriminate on the basis of sex in employment. Between 1979 and 1982, three separate federal district courts ruled that Title IX protected students only, not employees, from sex discrimination. During that period of time, the Office for Civil Rights did not accept or investigate complaints of employment discrimination under Title IX. In May of 1982, the Supreme Court ruled in North Haven Board of Education vs. Bell to uphold the validity of Subpart E (Employment) of the Title IX regulations.

Women's Educational Equity Act of 1974

Designed as part of the Education Amendments of 1974, this Act was passed to provide educational equity for women in the United States. Under this Act, the Commissioner is authorized to give grants to or to enter into contracts with agencies, organizations, or individuals for activities designed to carry out the purposes of the law at all levels of education--preschool, elementary/secondary, higher education, and adult education. Activities included are the development, evaluation, and dissemination of curriculum, textbooks, and other materials concerning educational equity; preservice and inservice training for personnel with special emphasis on programs to provide education equity; research and development activities designed to advance educational equity; guidance and counseling designed to assure educational equity, etc.

Nothing in this law prohibits men from participating in any programs or activities. The act establishes in the U.S. Office of Education an Advisory Council on Women's Educational Programs composed of 17 people appointed by the President--by and with the advice and consent of the Senate. The Act is administered by the Women's Program Staff, Office of the Commissioner, U.S. Office of Education.

Section 504 of the 1973 Rehabilitation Act

Section 504 prohibits discrimination on the basis of handicap in employment and programming by all recipients of federal financial assistance. Section 504 is enforced by the Office of Civil Rights.

Age Discrimination in Employment Act of 1967

The Age Discrimination in Employment Act of 1967 prohibits employment discrimination against persons between the ages of 40 and 65; on January 1, 1979, the act was extended to protect persons between the ages of 40 and 70. The Act prohibits discrimination in hiring, discharge, compensation, terms, conditions or privileges of employment. The Act prohibits mandatory retirement prior to the age of 70. The Age Discrimination in Employment Act is enforced by the EEOC.

Age Discrimination Act of 1975

The Age Discrimination Act of 1975 prohibits unreasonable discrimination on the basis of age in programs or activities receiving Federal financial assistance. This Act will protect all students in community colleges, technical schools, and universities, from discrimination on the basis of age. The Act does not define age to limit coverage to any particular group; it simply prohibits discrimination on the basis of age at any age, as long as that discrimination is "unreasonable." Employment is not covered by the Act, other than employment funded by the Comprehensive Employment Training Act (CETA).

Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act as Amended by the Comprehensive Health Manpower Training Act and the Nurse Training Amendment Act of 1971

Title VII and VIII of the Public Health Service Act states that institutions receiving federal funds for their health personnel training programs may not discriminate on the basis of sex in admissions or in employment practices related to employees working directly with applicants or students. Every institution receiving or benefiting from a grant, loan guarantee, or interest subsidy to its health personnel training programs or receiving a contract under Title VII or VIII is covered. Title VII and VIII are enforced by the Office of Civil Rights.

Carl D. Perkins Vocational Education Act of 1984

The Carl D. Perkins Vocational Education Act of 1984 and its predecessor the Vocational Education Act (VEA) of 1976, represent the most comprehensive effort to date to infuse sex equity into an educational program by requiring positive action to end bias and stereotyping as well as ensuring nondiscrimination. The provisions of the Vocational Education Act of 1976 required for the first time that each state hire at least one full-time staff person to coordinate and infuse sex equity throughout the vocational education system. The law required states to provide incentives to local districts to encourage nontraditional enrollments and to begin to establish programs for special target populations, such as displaced homemakers. The law required that advisory councils have a fair representation of females, males, minorities and the disabled. The Carl Perkins Act retained and expanded upon the key sex equity provisions of the 1976 Act. States are required to assign one person full time responsibility for fulfilling seven mandated functions. The Act provides two set-asides within the basic state grant; one for Single Parents and Homemakers (8.5% of the basic grant), and the other for Young Women and Sex Equity Programs (3.5% of the basic grant). Local school or vocational districts apply for these funds on an annual basis to implement programs for vocational education students. The intended long-term outcome of these programs is to provide greater economic self-sufficiency for girls and women.

TITLE IX IS BACK

On March 22, 1988, Congress overrode President Reagan's veto of the Civil Rights Restoration Act, so that once again Title IX of the Education Amendments of 1972 prohibits sex discrimination in all programs of institutions that receive federal funds.

In 1984 the Supreme Court, in Grove City College vs Bell, limited the protection of Title IX by ruling that Title IX applied only to the particular program receiving federal dollars within an institution. Prior to this decision, Title IX and other civil rights laws prohibiting discrimination on the basis of race, color, national origin, disability, and age had been interpreted as covering an entire institution when the institution received any federal dollars. As a result of the 1984 decision, the majority of students were not covered by federal antidiscrimination laws throughout most of their college experience.

The 1988 Civil Rights Restoration Act essentially overturns the Grove City decision by restoring the earlier interpretation of a broad scope of coverage with one exception, a compromise amendment concerning abortion. Under the new law, institutions are not required to provide abortion benefits or services, nor are they prohibited from providing them. Additionally, institutions cannot penalize someone who has had an abortion or is planning to have one.

Because Title IX now covers the entire institution regardless of where federal funding is used, students are once again protected from sex discrimination throughout the institution. Areas such as athletics, counseling, and course offerings and issues such as sexual harassment and marital and parental status are all affected by Title IX.

Under the requirements of Title IX, institutions receiving any federal funds must designate at least one employee to coordinate efforts to comply with Title IX and to investigate any Title IX complaint that is communicated to them. Institutions are also required to take specific and continuing steps to notify groups such as applicants for admission and employment, students, and employees that the institution does not discriminate on the basis of sex as prohibited by Title IX. The notification, which should appear in announcements, bulletins, catalogues, and on application forms used to recruit students and employees, should also state that inquiries about Title IX can be referred to the designated Title IX compliance person or to the Assistant Secretary for Civil Rights at the Department of Education, Washington, D.C. 20202.

Source: PSEW UPDATE, Association of American Colleges, Washington, D.C.

SIGNATURE ACTIVITY

The major purpose of this activity is for you to explore the diverse attitudes and roles that exist in our society. You will use the time allotted to you by your instructor to find as many women and men as you can who will agree to one or more of the descriptions of her/himself on the lines below. You must do this by asking people directly or indirectly about themselves in a conversational style.

Women		*Men*
____________	A person who strives to outdo others, never admitting defeat	____________
____________	A person who thinks men should not show affection for other men	____________
____________	Someone who is a good cook	____________
____________	Someone who is athletic	____________
____________	Someone who likes to take bubble baths	____________
____________	Someone who has chopped wood for a fire	____________
____________	Someone who shows emotions freely	____________
____________	Someone who displays sensitivity to others	____________
____________	Someone who feels men and women are equal in all respects	____________
____________	Someone who feels men and women have and should maintain different roles and responsibilities in life	____________
____________	Someone who likes to pick wild flowers	____________
____________	Someone who feels their own behavior is appropriate for their gender	____________
____________	Someone who feels limited due to his or her gender	____________
____________	Someone who feels the other sex has it made	____________

SIGNATURE ACTIVITY (continued)

__________ Someone who has held or holds a nontraditional work position __________

__________ Someone who feels that women should be protected by men __________

__________ Someone who feels that you are a failure if you do not marry __________

__________ Someone who likes to clean house __________

__________ Someone who thinks the maternal instinct belongs only to women __________

__________ Someone who would like to be the other gender __________

__________ Someone who is a single parent __________

Lifestyle and Labor Force Changes

WORK FORCE DIVERSITY INTENSIFIES

The nation's work force is becoming increasingly diversified with minorities and women making up a larger share of the work pool.

Already, white males, long the predominant group in the workforce, have become a minority of their own. In 1986 they represented 45% of the total 117.8 million workers. Moreover, this figure is expected to further decline to 39% by the end of the century.

According to *Workforce 2000*, a report prepared by the Hudson Institute for the U.S. Department of Labor, between 1985 and the year 2000 85% of the additions to the work force will be American-born white females, a mix of native minorities (including Blacks, Hispanics, Asians and American Indians) and immigrants.

This significant demographic shift poses a new challenge to America's business, managing diversity. Already, senior executives and management experts across the nation are recognizing the intensification of diversity in the work place. But successful management of diversity goes beyond recognition of it. Learning to understand "culturally different" workers while creating an environment where they all can develop and advance is essential.

Indeed, the stakes are high for employers. Those who succeed at this task should find strength in diversity and stand to gain on a number of advantages.

Managing diversity can lead to:

Opportunity to hire and keep the best. In the new work force, more of the best qualified workers will be women or minorities. Companies known for positive management of diversity will attract them.

Better performance among female and minority workers. Accessibility to positions of power in a company promotes motivation and commitment of workers. This is particularly important with women and minorities who have encountered lack of opportunities before.

Enhance competitiveness in ethnic or international markets. When serving such diverse markets as the U.S. or foreign markets, companies can rely on their own work force resources.

Changing Work Force

YEAR	White Males	White Females	Blacks	Asians	Hispanics
1986	44.6	35.3	10.6	2.6	6.9
2000	39.2	35.1	11.5	4.0	10.2

Source Hudson Institute/Nation's Business

The Council Letter. Vol. 3, No. 3, Summer 1988. By the Cuban American Policy Center, Cuban American National Council, 300 S.W. 12th Avenue, Third Floor, Miami, FL 33130

THE AMERICAN LABOR MARKET'S EMERGING CHALLENGE

> *"If today's management thinks that the labor surplus they grew up with will continue, they're in for a shock."*
>
> --Clifford J. Ehrlich, Senior Vice President for Human Resources, Marriott Corporation (1)

Challenge is no stranger to American businesses. Our economy has survived depressions, world wars, government manipulation, and natural disasters with amazing resiliency.

But in the midst of mounting worldwide competition that threatens American economic pre-eminence, our nation's businesses face a unique confluence of important economic forces that could cripple their ability to compete in the years ahead.

These forces and the challenges they present were described in the Hudson Institute's pathbreaking study, *Workforce 2000.* (2) American businesses now and for the remainder of the 20th Century will face a dramatically different labor market than the one to which they have been accustomed for many decades. Traditional sources of labor are rapidly shrinking. And many members of the potential "new workforce"--women, minorities, the economically disadvantaged--face significant hurdles to their full and effective participation in the workplace. Businesses will be able to satisfy their labor needs only if they successfully confront those barriers and empower individuals presently outside the economic mainstream to take advantage of meaningful employment opportunities.

These changes mean that the ability of companies to effectively compete in the years ahead will be determined in large measure by their success in employing productive workers in a labor market characterized by scarcity, skills deficiencies, and demographic diversity. The most successful companies will be those that meet this challenge creatively and aggressively.

This study reports the findings of a survey of hundreds of companies that was launched to identify the most successful corporate efforts to date in employing the new workforce.* These efforts go beyond traditional recruitment efforts--indeed, in their efforts to attract women, minorities, and others who have been outside the economic mainstream, they surpass even typical notions of "affirmative action." For many of these companies, these efforts mean the difference between a productive and efficient workforce on the one hand and economic disaster on the other.

Most of the efforts cited in this study can be duplicated or adapted by other companies to fit their own particular circumstances. And while many of the businesses profiled are large, their creative efforts to employ the new workforce can usually be replicated in smaller scale or through cooperative efforts with other businesses, trade associations, and community groups.

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* *Except where a secondary source is specifically identified, all information was derived from interviews with company officials or through documentation provided by the companies.*

Before proceeding to these specific corporate efforts, however, it is helpful to review the major trends that will affect the workforce for the duration of this century. Afterward, we will discuss the framework from which firms can most effectively confront these challenges. From this foundation, companies can assess and employ the strategies that can best help them turn challenge into opportunity.

Eight Major Trends That Will Revolutionize Tomorrow's Workforce

In the imagined 21st century workplace of the less sanguine futurologists, machines overtake humans to run every business and institution in the society. Despite advances in technology, that vision is, thankfully, far-fetched. Yet we cannot deny that, in the final years of the 20th century, some profound changes are taking place in the workplace and in the economy.

It is clear that the United States' economy is rapidly entering a new phase, one that has not arrived overnight but is, nevertheless, dramatically different from the post-World War II era in which many workers grew up and began their careers. During that rebuilding period, when hundreds of servicemen and women returned home and optimism was the prevailing sentiment, the United States enjoyed a resurgence of construction, manufacturing, education--and childbearing. By its sheer numbers, the "baby boom" generation that resulted, representing nearly half the increase in the U.S. labor force between 1965 and 1975, came to significantly affect--and continues to affect--the composition of the workplace and nearly every other aspect of American life.

As the baby boom generation now approaches middle age, the fruits of that era--its technological advances, widening opportunities and changing priorities--have begun to manifest themselves in a number of important changes in the labor force. For example, where once the U.S. workforce was largely dominated by white men, today an increasing number of women and minorities of both sexes have entered the professions and upper management. Where once high school and college students competed for scarce part-time jobs, today there is a surge of "help wanted" signs and appeals to the recently retired. Where once reputable companies could have their pick of a large pool of outstanding potential employees, today, for the first time in more than 20 years, many employers are experiencing a genuine shortage of qualified applicants to match their job openings.

It is clear that between now and the end of this century, American businesses will need to prepare for the inevitable changes in our country's labor supply, as several resourceful and forward-looking companies already have. As they do, here are some of the factors they will have to confront:

Fact 1. The Number of Workers Will Fall

An East Coast drug store chain leaves many of its part-time positions open because of a lack of applicants. "There is definitely an employment problem," says the company's corporate vice president for human resources. "We feel it very acutely in certain areas and for certain jobs. It is difficult to have an adequate applicant stream even to fill a job." (3)

Atlanta fast-food restaurants have been offering new employees nearly double the minimum wage and increasing paychecks early for the best employees to prevent them from leaving.

A survey of Washington, D.C. retailers showed that most area stores were having trouble enlarging their staffs, as usual, for the Christmas rush. "It's been difficult to find employees for the last four or five years," says the manager of one upscale department store, adding that competition among retailers to find employees is fierce. (4)

Scenarios like these will undoubtedly become more common as the United States moves into the 1990s. Businesses that historically have relied on a young workforce--fast-food establishments as well as hotels, amusement parks, and other seasonal enterprises--will need to change the way they recruit and hire. A recent analysis by Morgan Guaranty Trust Company predicts that, in the 1990s, many employers "will find themselves in the unaccustomed position of scrambling for workers." (5)

Why are companies having so much trouble finding the young people to fill the jobs that become available? The problem lies not so much in a new unwillingness by these young workers to accept the pay and opportunities offered to them, but in the shrinking number of young job seekers. As *Workforce 2000* documents, between now and the year 2000, the number of young workers aged 16 to 24 will drop by almost two million, or eight percent. (6) Nor should this development come as such a surprise. As long ago as the late 1970s, schools in a number of metropolitan areas were closing, selling the empty buildings for conversion to office complexes or senior citizen housing, because the number of students had fallen so sharply from earlier years.

Interestingly, it is the baby boom generation that deserves much of the "blame" for the current shortage of young workers. This generation's low fertility rate has, in fact, contributed as much to the upcoming labor shortage as its youthful ranks contributed, not long ago, to a labor surplus. Confounding government planners, who designed programs like Social Security and Medicare, on the expectation that each generation would be larger than its predecessor, the baby boomers decided to have fewer--not more--children than their parents had.

As this generation entered the job market in the 1960s and 1970s, the "boomers" found themselves in keen competition with others of their age. Many ended up with jobs far less stimulating or economically rewarding than they had hoped and expected, given their level of education. At the same time, augmenting the army of workers the population boom brought into the economy during this 20-year period, major social changes opened the door to wider workforce participation by minorities and by women, many of whom were entering the job market for the first time. The economy continued to grow as well, but often not as fast as the ranks of new job applicants. As a result, many baby boomers found the kind of upward mobility their parents had experienced to be an elusive goal. The assurance of steady pay increases also was eroded both by slower wage growth overall and by rising taxes and inflation. For example, even with more and more two-earner couples, the real after-tax income for families headed by a person aged 25 to 34 declined by 2.3 percent between 1961 and 1982. (7) The level of perceived economic security in many families thus fell far below expectations and, as a result, these families consciously chose to bring fewer children into the world--or to have no children at all.

Moreover, more women of the baby boom generation finished college and moved into careers, delaying marriage and children. Naturally, fewer marriages and a high divorce rate took its toll on the growth of new families as well. As author Phillip Longman points out in a recent *Wall Street Journal* article entitled, "The Downwardly Mobile

Baby Boomers," this combination of social changes and thwarted financial expectations turned the "baby boom" into a "baby bust." From a high of 3.77 children per woman in 1957, U.S. fertility in 1972 had fallen below the "replacement rate" of 2.1. In the years since, the rate has averaged about 1.8. (8)

In sum, based on current trends, the United States' overall population is expected to reach 275 million by the year 2000, a 15 percent increase over 1985. (9) This rate of increase--approximately one percent per year during the 1980s and 0.75 percent a year during the 1990s--indicates that, by the 1990s, the U.S. population will be growing more slowly than at any time in the nation's history, with the exception of the decade of the Great Depression, when the rate was also about 0.75 percent per year.

Mirroring the nation's slowly growing population, the labor force is also expected to increase more slowly than at any time since the 1930s. Between 1980 and 2000, for example, U.S. government statistics predict that the labor force will grow by about 32 percent: from 107 million to 141 million. By contrast, the labor force increased by 53 percent between 1960 and 1980. (10)

Of course, the next decade's population growth trends will affect the number of new entrants into the labor force after the 21st century's opening, but two-thirds of the people who will be at work by the year 2000 already are employed today, and all of those destined to join the workforce between now and 2000 already have been born. A portion of these new workers will be young workers; some will be mothers returning to the workplace; others will be newly trained disadvantaged or disabled job seekers. And many will be new immigrants.

Fact 2. The Average Age of Workers Will Rise

Young workers, as companies are already seeing, will become a less plentiful commodity as the 21st century approaches. Yet the baby boomers will remain on the job in full force. Between now and the year 2000, therefore, the number of workers between the ages of 35 and 54 will increase by more than 25 million, and the median age for employed Americans will rise to 39 years, up from 36 in 1987. (11)

An older workforce will affect the economy in both positive and negative ways. On the positive side, a more experienced, stable, reliable, and generally healthy workforce should increase stability and improve productivity in business and industry. The investment employers made ten to fifteen years ago in training these workers should provide dividends for many years to come. Moreover, with a large proportion of the population in its prime earning years, the strain on government support programs should ease and both employees and policymakers should have a better opportunity to plan ahead for the coming deluge of baby boomer retirements.

Mature workers also are more likely to save or invest money than their younger counterparts. A huge increase in the number of workers over age 40 could spur the national savings rate, leading to lower real interest rates and more new investment--another boon to the economy.

On the negative side, an older workforce may be less willing to adapt to changes or take the kinds of risks necessary for rapid financial growth. For example, for an older manager--much more so than for a younger person--physical relocation can mean the disruption of long-established community ties, particularly where family members are involved. A middle-aged person who has invested a number of years in a particular occupation also is more likely than a young worker to have difficulty switching careers.

Another potential problem: many baby boom-aged workers will find themselves "stuck" at the middle-manager level, competing with other members of their generation for scarce promotions. As technology reduces the need for mid-level employees, this group is bound to feel an even greater squeeze.

In addition, more older Americans probably will delay retirement by the year 2000, or even return to the labor force after their retirement. Medical advances and a more health-conscious society are making ages 65, 70, and beyond considerably younger in practical terms than they once were. Examples of older workers staying on the job abound. For instance, in 1986, at the age of 80, acclaimed architect Philip Johnson was still designing multi-million dollar office buildings in Houston, Los Angeles, Washington, D.C., and London. Frank H. Wheaton, Sr., of Wheaton Glass Company, served as the Company's Chairman of the Board until his death in 1986 at age 100. His son, Frank Wheaton, Jr., the company's current President and Chairman, is in his 70s.

Retirement-age workers have been increasingly in demand by businesses that once relied on the young. Fast-food restaurants, supermarkets, and day-care centers are now competing to hire these older adults. In Richmond, Virginia, for example, a major supermarket recruits senior citizens to help bag groceries, load them into cars, and keep shopping carts in order. (12) And a national chain of child-care centers employs close to 2,000 persons aged 55 or older and is starting to recruit through organizations for the elderly. "There is no doubt that this is a labor pool that will be turned to increasingly in the future," says Dr. Marjorie Honig, a professor of economics at Hunter College in New York City. (13)

Aside from the satisfaction older people may derive from remaining in the workforce past age 65, many are also realizing that the decline in younger age groups will make youth-supported programs like Social Security and Medicare much less dependable. Continued employment allows them to take direct responsibility for their financial security.

Fact 3. More Women Will Be On the Job

Any American who owned a television set in the 1950s and 1960s would recognize the "all-American" family portrayed on such programs as "The Adventures of Ozzie and Harriet," "Leave it to Beaver," "Father Knows Best," and "The Donna Reed Show." In these prime-time programs, Father worked in an office while Mother stayed home to take care of the family's suburban home and raise two or three clean-cut youngsters. While this scenario by no means accurately portrayed every American household, it did closely reflect the lives of a majority of women in this country, as fewer than 35 percent of American women worked outside the home in 1950, and, in 1960, fewer than 40 percent of them did. (14)

But the situation has changed markedly over the last 20 years, with the gender balance expected to shift still further before the end of the century. Initially, social change during the late 1960s and early 1970s, coupled with genuine financial necessity, allowed women to gain a foothold in the business world, essentially redefining their role to include paid employment as a norm rather than an exception. Thus, between 1965 and 1975, women increased their representation in the civilian labor force from 39 to 46 percent, a rate that rose to 50 percent by 1985. (15) In 1984, 61 percent of all married women with children were in the labor force--more than twice the 1960 rate of 28 percent--while, in 1985, 54 percent of all mothers of children under age six held jobs outside the home, up from 19 percent in 1960. (16)

These trends will persist for the remainder of the century. Thus, between 1985 and 2000, white males, who only a generation ago made up the dominant segment of the labor market, will comprise only 15 percent of the net additions to the workforce. The majority of new entrants will be women and minorities. By the year 2000, about 47 percent of the workforce will be women, and 61 percent of all American women will be employed. (17)

Despite their growing visibility in the workplace, however, women continue to be concentrated, in nearly the same proportion today as in the 1960s, in "traditionally female" occupations--such as clerical work, elementary school teaching, nursing, and housekeeping--that pay less than men's jobs. As a result, in 1987, the average, full-time working woman still earned only 70 cents to every dollar earned by the average working man. (18)

Such aggregate differences in pay are gradually diminishing, as women increase their numbers in occupations until recently considered "traditionally male." By 1986, for example, 45 percent of full-time accountants and auditors in this country were women, up from 34 percent in 1979. Women also increased their representation in the legal profession from ten to 15 percent; from 28 to 40 percent in computer programming; from 22 to 29 percent in management and administration; and from four to nine percent in electrical and electronic engineering. (19) These proportions should increase even more in the coming years to reflect the growing number of women graduating from professional schools. In 1983, for example, 45 percent of those receiving accounting degrees, 36 percent of new lawyers, 36 percent of computer science majors, and 42 percent of business majors were women. (20)

As women constitute larger and larger percentages of the workforce, predicts Peter Morrison, a demographer at Rand Corporation, "jobs by men and women will be very much alike" with shrinking pay differentials. One Rand study projects that women's wages will equal 74 percent of men's by the year 2000. "The best people are going to be very much in demand," Morrison adds, "both men and women." (21)

As a 1986 Equal Employment Opportunity Commission report confirms, women are advancing more rapidly in high-growth, "high-tech" industries than in the older, declining industries. Says Sandra Gunn of Lotus Development Corporation, who has started two new divisions in her first four years with the company: "When you're growing at 500 percent a year, you grab whoever walks in the door who can get the work done." (22)

As we will discuss later, women's large-scale return to the labor force has already caused some companies to rethink their personnel strategies. Wishing to attract and hold valuable female employees, a number of employers are becoming more flexible and innovative in their administration of hours and company benefits, particularly those related to raising a family.

Fact 4. One-Third of New Workers Will Be Minorities

By the year 2000, members of American minority groups--especially blacks and Hispanics--will be less of a "minority" in the workplace than ever before. Over the next several years, almost a third of all new entrants into the labor force will be minorities--twice their current share. (23) Approximately eight million black Americans were in the workforce in 1965;* that number increased to 9.3 million in 1975 and 12.4 million in 1985. Although statisticians only recently have begun counting the Hispanic population separately, Hispanics have almost doubled their numbers in the workforce between 1975 and 1985, growing from 4.2 million in 1975 to 6.1 million in 1980, to 7.7 million in 1985. (24)

Minorities will continue to increase their representation in the labor market over the next 20 years for yet another reason: both the black and Hispanic populations** in this country have grown more rapidly--both through immigration and high birth rates--than has the white population. Between 1970 and 1984, for example, the black population rose a net average of 15.8 percent a year, compared with 8.3 percent for the white population, and this trend is expected to continue through the end of the century. (25) Another recent Census Bureau report shows the U.S. Hispanic population growing five times faster than the non-Hispanic population. (26)

Black women will comprise the largest share of the increase in the non-white labor force. In fact, by the year 2000, black women will outnumber black men in the workforce, a striking contrast to the pattern among whites, where men outnumber women. (27) Young black women already have surpassed their male counterparts in higher education and occupations requiring advanced degrees. For example, a 1986 Census Bureau report estimated that 770,000 black women in the 25-54 age group had finished college. (28) National Black MBA Association president Leroy Nunery has estimated that 60 percent of all black MBAs in the U.S. are women, and a College Board study found that, in recent years, gains by black women in such fields as accounting, engineering and law have far exceeded those by black men. (29)

Despite these impressive strides by black women, there are still many minority workers--both men and women--who continue to suffer disadvantages in education and training that may prevent them from moving into the new jobs that are becoming available. Moreover, blacks and Hispanics are overrepresented in industries that are losing jobs, and underrepresented in the most rapidly growing occupations.

Further complicating matters, a large number of minority youngsters--tomorrow's workforce--are still born in poverty. For example, according to Harriette McAdoo, a Howard University social work professor, many highly educated, successful black men and women are foregoing marriage and children, such that the largest proportion of black

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* *Although the Bureau of Labor Statistics did not keep separate data on blacks in 1965, the "non-white" category, which included 8.3 million persons, was substantially--probably 90 percent--black, according to a Bureau economist. That category began including more Asians in the 1970s.*

** *The Hispanic population is included in both the black and white population growth figures shown above.*

children are born into less-educated, less-affluent families. The Census Bureau reports that even in the mid-1980s, out-of-wedlock births represented the fastest growing segment of the black population. (30)

Fact 5. There Will Be More Immigrants Than Any Time Since WWI

As the destination of choice for those seeking economic opportunity or political refuge, the United States has always been a nation of immigrants, and this is as true in the 1980s as it was in the early 20th century, when millions of European refugees crossed the ocean to begin new lives in America. Although often viewed with suspicion or even hostility by native-born citizens, immigrants have contributed immeasurably over the years to the nation's economic development and cultural richness. British and Irish settlers mined our natural resources; German and Russian refugees worked in garment factories; and Irish, Chinese, Italian, and Slavic immigrants built the nation's extensive railroad network.

Recent immigrants, about a third more than entered the country during the 1960s, have come primarily from Latin America and Asia, the majority of them settling in California, Texas, and New York. Despite language and cultural differences equally as--or even more--profound than their European predecessors, these new residents are quickly finding their niche in American society, some as entrepreneurs, some as workers in family businesses, but nearly all those of working age as members of the labor force.

Between 1970 and 1980, the foreign-born population of the United States increased by about 4.5 million, and approximately 450,000 more immigrants are expected to enter the United States yearly through the end of the century. Immigration at this rate would add about 9.5 million people to the U.S. population and four million people to the labor force. (31) If illegal immigration also continues at recent rates--about 750,000 per year--total immigration would add 16.1 million to the population and 6.8 million to the labor force. Of course, changes in immigration laws or an unexpected influx of refugees from war-torn countries could alter this forecast.

Today's immigrants represent a wide range of social and educational backgrounds. Of adults who entered the United States in the 1970s, 25 percent had less than five years of school, compared to three percent of native born Americans. On the other hand, 22 percent of 1970s' immigrants were college graduates, compared with 16 percent of natives. (32) But regardless of background, most immigrants share a strong determination to better themselves, and it is not uncommon to see new immigrants holding down two or three low-paying jobs at once.

Better educated and trained immigrants often find it discouragingly hard to find jobs that use their skills. For example, one college-educated history teacher from Nicaragua cleans houses for $100 a week. "I worked so hard for my education," she says. "Now, here, I have a language barrier." An Ethiopian man with both a bachelor's and master's degree from American universities is still driving a cab, though he has applied for dozens of jobs in business management. (33)

Despite their difficulties, immigrants seem to attract complaints that "the foreigners are taking away the jobs" from the native-born Americans. But several recent studies conclude otherwise, suggesting that legal immigration stimulates, rather than hinders, economic growth. For example, in the Los Angeles labor market during the 1970s, when more than a million foreign-born settled during that period, more jobs were created and unemployment was lower than in the nation as a whole. Another study, released in early 1988, concluded that "immigrants have been absorbed into the American labor market with little adverse impact on natives"--not even on young blacks and Hispanic-Americans, who work in many of the same occupations as new immigrants. (34) "Sometimes I see people who resent the foreign-born," says one county job training director. "[But] we'd be in straits without them." (35)

New immigrants tend to accept lower-paying, less prestigious jobs than the native born: cleaning houses, supervising children, busing tables, or sweeping streets. "No matter how hard it is," says a Cambodian refugee who works at two janitorial jobs, "it's not hard for me. I worked in a communist labor camp from morning until it was so dark you couldn't see the ground anymore." The owner of a custodial service in Reston, Virginia, began hiring Central and South American immigrants when she couldn't find teenagers to fill the jobs. "Before, people quit for the same reasons you or I would quit: The work is boring, demeaning, and all those things you don't want in a job. But most of these people are trying to improve themselves. I know many of them are thinking, 'I don't want to be a janitor for the rest of my life. But this is a start.'" (36)

Fact 6. Most New Jobs Will Be In Services and Information

Since Eli Whitney invented the cotton gin in the 1790s, Americans have been at the forefront of labor-saving technologies. Almost 200 years later, that talent for technological innovation is leading the United States to the next step along the road of economic development: the transformation into a predominantly service-oriented economy. As the 21st century arrives, in fact, U.S. manufacturing will comprise a small share of the economy--less than a fifth of the GNP--and all net new jobs will be in the service sector.

We are already witnessing the beginning of this transformation. The early 1980s brought plant layoffs in older American mining and manufacturing industries while "high tech" enterprises on the west coast boomed. High-priced "consultants" selling knowledge and contacts have become almost as familiar in Washington D.C. as company representatives selling tangible products.

Such a transition is to be expected. Over the years, economists have identified three distinct phases that all modern societies appear to go through: an agricultural phase, followed by an industrial phase, followed by a service phase. Prior to the 1890s, for example, the United States was predominantly an agricultural nation, with approximately half its workforce employed in farming, forestry, or fishing. (37) Then the industrial revolution shifted about 20 percent of the population to the cities--and 15 percent of the nation's workers to manufacturing jobs. (38) Many Latin American and African American nations still have predominantly agricultural economies; a number of Asian countries have recently moved into the industrial phase.

But there is more behind the increase in services and decline of manufacturing than just economic theory. New technologies, which require less manual labor to produce a product, have made manufacturing much more productive in recent years. The government's efforts to deregulate some markets has helped stimulate competition and innovation in a number of once-lethargic industries.

While more productive workers will increase America's volume of manufactured goods, their value still is increasing more slowly than the Gross National Product. In other words, whereas manufacturing produced some 30 percent of all U.S. goods and services in 1955 and 21 percent in 1985, its share will drop to less than 17 percent by 2000. And as this trend continues, manufacturing will become less and less important to the economy as a mechanism for creating wealth. It seems ironic that productivity gains, not Japanese competition, are responsible for gradually eliminating manufacturing jobs. But while there will be fewer manufacturing jobs in 2000, these losses should be much more than offset by net new jobs in the service sector. Between now and the year 2000, service industries will create all the new jobs, and most of the new wealth. (39)

Service industries, by definition, create economic value without producing a tangible product. And as factories become more mechanized and automated, a greater percentage of each product's value can be attributed to various services occurring both before and after the product is actually manufactured. Product research and design, market research, engineering, tooling, transportation, wholesaling, retailing, and advertising: these functions can employ more people overall--and at higher wages--than the factories that produce the tangible product.

America's business and government leaders can respond to these inevitable economic developments by taking advantage of the many opportunities for continued progress. How they meet this challenge today will strongly influence both America's long-term prosperity and the well-being of America's labor force.

Fact 7. The New Jobs Will Require Higher Skills

What do a nurse in a large Philadelphia hospital, an assembly-line worker in a New Jersey plastics factory, the manager of a supermarket in northern California, a financial analyst in Boston, and a legal secretary in Houston have in common? Within the last five to ten years, they have all learned to use new forms of computerized equipment on the job. Whatever the occupation, technological innovation has already made it necessary for workers to constantly update and adapt their skills.

In a sense, the American workplace is getting simpler, as technological improvements make it more streamlined and more productive. Computerized equipment allows manufacturing firms to produce a greater number of products with fewer employees. The same is true in offices, where managers learn to use computers and word processors, reducing the need for clerical help. Technology then eliminates many lower skilled jobs, and replaces them with jobs requiring more sophisticated skills and education. Companies thus find themselves requiring more highly skilled workers.

Also contributing to this demand for more highly skilled workers is that today's companies are producing much higher quality products and services in order to compete with foreign manufacturers. David A. Garvin, a professor at the Harvard Business School and the author of *Managing Quality*, says there is a "profound change" in the way U.S. companies are thinking about product quality. "Historically, quality was only a production idea, but in the last decade it has become a marketing concept. We've moved from a view that says quality isn't just a problem to be solved to one that says it's a competitive opportunity." (40)

The 21st century labor force will not only need to adapt to new technologies, but to a new distribution of jobs as well. The vast majority of new jobs will be in service occupations, most requiring post-secondary education. For example, in the year 2000, the labor market will demand 71 percent more lawyers than in 1984. Jobs for scientists--whether in natural, computer, or mathematical sciences--will increase by 68 percent. Jobs in health diagnosis and treatment will jump 53 percent; 44 percent more jobs will be available for technicians; and 40 percent more will be open for social scientists. Mining, agriculture, forestry and fisheries, and manufacturing occupations all will lose jobs before the end of the century. (41)

It is easy to see why more than half of all new jobs created over the next 20 years will require some education beyond high school, and that almost a third will be filled by college graduates.*

While most new jobs--especially those in the fastest growing categories--will demand much higher language, math and reasoning skills than many current jobs, the opposite is true for slower-than-average-growth job categories. This means that the lowest-skilled workers will be eligible for only about four percent of all new jobs, compared with nine percent of all jobs today. (42)

There will still be a number of jobs created in the services field for medium- to low-skilled workers: cooks, nursing aides, waiters, janitors, secretaries, clerks, and cashiers, to name a few. But even lower-skill occupations will require workers who can read and understand written instructions, add and subtract, and express themselves clearly.

For example, assembly line workers in many manufacturing plants are learning statistical process control, a system that is beyond the reach of those without a solid grounding in mathematics. Factory employees "now need to think sequentially on the job," says one manager. "Before the advanced technology, they didn't have to think as much." (43) Unskilled workers will need training to bring them to the minimum level.

Fact 8. The Challenge for Business Will Be Immense

Just after the stock market crash of October 1987, a survey by Manpower Inc., a company highly respected for its employment forecasts, noted that 21 percent of American businesses nonetheless were planning to step up hiring. The study concluded that increased productivity and a shortage of young workers was spurring "an increase in the pace of hiring activity." (44)

But, given the developing worker shortage, what must successful companies do to ensure they have the workers they need to produce their products, to provide their services, and generally to conduct business? Managing and maintaining a skilled workforce in the fact of the baby bust will require "imaginative" personnel policies, advises Peter Morrison of the Rand Corporation. (45) In other words, more than ever before, the competitive edge in hiring will depend upon how well companies attract and keep good workers.

** Today only 22 percent of all occupations require a college degree.*

Employers must recognize that the labor supply is changing. Organizations from the computer to the trucking industries will be forced to look beyond their traditional sources of personnel--often young, white males--and work to attract minorities and women, and other members of the "new workforce."

For example, women of the baby-boom generation, who are likely to become some of a firm's most experienced, well-trained, and stable employees, are increasingly drawn to companies that accommodate them in their dual role as workers and mothers. Although more than half of all working mothers are employed full time, a recent Gallup poll found that only 13 percent of these women want to work full-time and regular hours. Six of ten working mothers would prefer part-time employment, flexible hours, or stay-at-home jobs, and 16 percent would prefer not to work at all. (46) Employers that understand and act on these needs will have an advantage among potential female employees. Innovations like flexible hours, use of sick leave to care for children, more part-time work, parental leave for both mothers and fathers, and other innovations are not necessarily cheap, but they may be ultimately necessary changes in the structure of work that will accommodate the combination of work and family.

Not only will employers need to find ways to keep well-qualified women on their payroll, they also face the challenge of helping others to become more qualified to perform well. With fewer potential workers to choose from, companies will have an expanded, and more expensive, role to play in developing their own workforces. The number of disadvantaged minorities and immigrants who will join the labor force between now and the year 2000 is growing rapidly, and unless educational and cultural gaps can be closed, many of these new workers will be ill-equipped to meet the advancing skill requirements of the new economy. It is in companies' interest to offer training to the disadvantaged, particularly while they are still young, and to later reap the benefits of their investment as these persons' work capacities rise.

A study by Morgan Guaranty sums it up: "Companies that invest heavily in training, which often goes hand-in-hand with emphasis on internal advancement of workers, may well find that the payoff is unusually high. Firms that carefully consider labor supply in making decisions on office and plant locations also stand to profit." (47)

The economic and labor force changes already under way in the United States will require American businesses and industries to revise their thinking in a major way. Companies wishing to hire and retain the most talented workers will need to develop innovative strategies directed toward the "new workforce," who will comprise an increasing share of available labor in the year 2000. As the following chapters will show, many successful U.S. businesses are already moving aggressively in this direction.

How to Survive and Thrive in a Tight Labor Market

The combined impact of labor scarcity and the emergence of the new workforce presents both challenge and opportunity.

America has the chance, for the first time, to make good on its commitment to opportunity. If companies are to meet their labor needs, they will have to broaden the ethnic and gender makeup of their workforces. In other words, "affirmative action" will no longer be primarily a matter of social responsibility or legal compulsion, but of economic necessity.

On the other hand, companies will be faced with the challenge that traditional forms of affirmative action will not be enough. Rather, if our nation's companies are to remain productive and competitive, they must go beyond traditional notions of affirmative action, moving aggressively to remove the practical impediments that prevent people, whatever their color or ethnicity or gender or disability, from taking full advantage of the employment opportunities now available. It means a substantial investment in human capital--the one type of capital that can set us apart from our world competitors.

In the pages that follow, we profile dozens of successful companies that have made this commitment. Their experiences show that a fullscale effort by our nation's industries to this objective will keep our companies competitive while helping millions of individuals reach their full potential and earn their share of the American Dream.

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LABORS OF LOVE

by Judith Waldrop

The hand that rocks the cradle also rocks the workplace.

There's power in numbers. Fewer working women feel compelled to sacrifice their careers for home and family. And more career women are planning families.

Although working women are less likely to have children than women who are not in the labor force, the trends are changing. Seventy-three percent of women in the childbearing ages (between 18 and 44) are now in the labor force. Almost 51 percent of all mothers of infants (children less than one year old) are employed or looking for work.

Over the past decade, an increasing share of women have chosen to delay childbirth, and an ever-increasing share of mothers with infants work. Between 1976 and 1987, the labor-force participation rate for women aged 30 to 44 with an infant less than a year old rose from 28 to 53 percent.

"The longer a woman delays childbirth, the less likely she is to quit her job when she finally does decide to have a child," says Census Bureau analyst Martin O'Connell. "There's a socialization process going on. Past behavior will not completely vanish just because she has a child."

The Census Bureau's Current Population Survey shows a rising fertility rate for women in the labor force aged 18 to 44. Among employed women, 47 out of every 1,000 gave birth during 1987. Just seven years earlier, the fertility rate for currently employed women was only 37. The fertility rate for unemployed women also rose--from 75 in 1980 to 84 in 1987. But among women who were not in the labor force--neither employed nor looking for work--the rate fell slightly, from 130 to 128.

Demography at Work

One company that recognizes the need to reevaluate policies toward maternity leave and family benefits is Connecticut Mutual Life Insurance in Hartford. "In a labor-short market, we must be sensitive to these needs," explains company demographer John Allison. "Of our more than 2,000 full-time employees, 65 percent are female."

Connecticut Mutual reviewed industry data to find out what other companies are doing. The answer: "Very little," says Allison. "Only a small sliver of companies offers any substantial benefits." In employee focus groups and surveys, the company found that the lack of paternity leave was considered discriminatory by both female and male employees. And although the company had anticipated a demand for on-site child care, employees were not especially interested in this type of benefit.

Using data from the Current Population Survey, Allison compared the fertility rate of female employees at Connecticut Mutual with the national rate. From these data, he estimated the number of births his company could expect for all employees, male and female, married and single. Among the company's 2,000 employees, Allison predicted about 100 births each year.

Connecticut Mutual already allowed up to 12 weeks of maternity leave for employees with two years at the company, and it is analyzing Allison's study for further policy recommendations. One recommendation has already been implemented: instead of individual employee sick days, employees now get family sick days. While this change was primarily designed to help parents, it has also been helpful for employees with elderly relatives.

Nearly 60 percent of employed women aged 18 to 44 are mothers, according to the 1987 Current Population Survey. And an increasing number of working women is having babies each year.

New mothers who are older and better educated are more likely to work than younger less-educated mothers. Among those who had a child during the study year, 63 percent of women with four or more years of college were in the labor force, compared with 38 percent of women with less than a high school education. And while labor-force participation rates have risen for women of all ages, new mothers aged 30 and older are more likely to be employed than those under age 25.

"Mothers have more seniority and higher paying jobs," says O'Connell. "They're in a better position to secure greater child-care benefits."

For more information on fertility rates and labor-force participation of women in their childbearing years, see the Census Bureau report "Fertility of American Women" June 1987," Current Population Reports, Series P-20, No. 427.

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TWO PAYCHECKS AND SEVEN LIFESTYLES

by Bickley Townsend and Martha Farnsworth Riche

Two-earner couples have the attention of the marketing world. They are now the majority of married-couple families, and they account for almost half of all discretionary income. When marketers think about this group, many imagine a young, affluent, childless pair with matching pinstriped suits, health club memberships, and getaway weekends in the Caribbean.

That's the stereotype. The reality isn't nearly as simple, because no group of 27 million couples can be a single market. (American Demographics limited its analysis to two-earner couples with a householder younger than age 65. This includes more than 90 percent of all two-earner couples.)

Married couples--whether two-earner or not--fall into different lifestyles, or life-cycle stages. We identified seven of them: Honeymooners, Just-A-Couples, New Parents, Young Families, Full Nesters, Crowded Nesters, and Empty Nesters.

The lifestyles of most two-earner couples defy the stereotypes. Full Nesters--two-earner couples with children aged 6 to 17 only--are the largest segment, accounting for one-quarter of all two-earner couples. The second-largest group, Crowded Nesters, have children aged 18 to 24 living at home (some also have younger children). Third in size are New Parents, with children only under the age of 6. Young Families, who have children both under the age of 6 and aged 6 to 17, rank sixth in size.

Most childless two-earner couples are older. Empty Nesters, the fourth-largest segment, are householders aged 50 to 64. Honeymooners, the fifth-largest group, are householders under the age of 35. People in the Just-A-Couples group, aged 35 to 49, are closest to the yuppie stereotype--yet they are the smallest two-earner group, at only 2 million couples.

Full Nesters

Full Nesters are families with one or more school-aged children. Those with two incomes number 6.4 million, or 24 percent of all two-earner couples. Fourteen percent of these Full Nesters have annual household incomes below $20,000, 43 percent have incomes between $20,000 and $40,000, and 44 percent make over $40,000 per year. They are not the wealthiest two-earner couples, but they are not the poorest either. Two paychecks are the norm for married couples with children aged 6 to 17, because mothers who stay home when their children are young usually return to work when the youngest goes off to school. Seventy percent of families in this life-cycle stage have two earners.

Full Nesters have many demands on their income. People in this group are careful consumers, particularly if they hope to send the kids to college. College costs are one of the most important reasons that a full-time mother goes back to work.

Another characteristic of this group is the importance of the teenager as a family shopper. Teenagers make many of the purchase decisions in Full Nester households, according to Teen-Age Research Unlimited. A large proportion of teenagers work part-time, which adds even more to their spending power.

Full Nesters spend a lot of time at home, although they are less tied down than New Parents and Young Families. When both parents spend their daylight hours at work, family time is precious. They like home entertainment items, high-quality furnishings, and family travel, but more practical goods are essential. Full Nesters are likely to buy new cars, for example, but they must be convinced of a car's safety and reliability before they will consider its style.

Crowded Nesters

Crowded Nesters have at least one child aged 18 to 24 at home; they may also have younger children. They are a large and mysterious group, because having grown children living at home is a phenomenon that has not been studied much. There are 4.9 million Crowded Nesters with two incomes, or 18 percent of all two-earner couples. They are the most affluent two-earner segment. Only 8 percent have annual household incomes below $20,000, 31 percent earn between $20,000 and $40,000 per year, and fully 61 percent bring home more than $40,000 a year.

In many cases, Crowded Nest families have high incomes because their grown children have jobs. When the children work, their income is counted as household income, even if the parents never see any of the money. No one really knows how this money is spent.

On the other hand, some Crowded Nesters are supporting children who are saving money by living at home while going to college at a local institution. Their higher incomes may not mean greater spending power.

By living with mom and dad, young adults gain discretionary income for cars, travel, and entertainment, plus the chance to save for a nest of their own. The result may be two distinct consumer profiles and lifestyles under one roof. Businesses are learning to direct their advertising to Crowded Nest households in order to reach young adults.

New Parents

New parents are caring for preschoolers. Those with two incomes number 4 million couples, or 15 percent of all two-earner couples. This group is solidly middle-class. Twenty-four percent have incomes below $20,000, 44 percent make between $20,000 and $40,000, and 32 percent have household incomes greater than $40,000 per year.

New Parents are adjusting to the pleasures and pains of raising children. They've given up their Honeymooner lifestyle in the struggle to survive and adapt. It's not wonder that some corporations are putting day care into their benefit packages.

For most of these couples, money is scarce. However, a small but significant share of the wives are college-educated women who are having children in their 30s. Working women make more money if they delay having children, especially if they have professional or managerial jobs. As incomes rise, the price of goods and services becomes far less important than convenience and quality for these new mature mothers.

Young Families

Dual-income Young Families are jugglers. With at least one child younger than age 6, at least one more of school age (6 to 17), and two parents with jobs, it's not easy to keep all the balls in the air.

Young Families with two incomes number 2.6 million, or 10 percent of two-earner couples. Couples with preschool and school-age children are least likely to be dual-earner among all the married lifestyles. Nevertheless, 53 percent are. The income distribution of Young Families with two incomes is similar to that of New Parents: 23 percent have annual household incomes below $20,000, 47 percent make between $20,000 and $40,000, and 31 percent have incomes of $40,000 and over.

It often takes the wife's earnings to put a Young Family into the middle class, and that explains a lot about this group's values and attitudes. Building IRAs and college funds are important goals for Young Families. They buy family-oriented leisure, educational toys, kid's furniture, bigger homes, and at least two cars. They also like stay-at-home entertainment--like VCRs and exercise equipment--that the whole family can enjoy.

The Empty Nesters

There are 9 million two-income couples with no children in the household, but most of them are either planning for children or recovering from them. Of the seven two-earner lifestyle segments, only Just-A-Couples--the smallest one--is childless by choice or chance.

On the surface, America's 3.5 million two-income Empty Nesters seem like a puzzling group. Aged 50 to 64, they are the parents of baby boomers. Taking their parenting cues from Ozzie and Harriet, they believed that husbands should be breadwinners and wives should be homemakers. Yet today, both spouses are in the work force in 46 percent of Empty Nester households. This group represents 13 percent of all two-income couples.

Fifteen percent of all Empty Nester households have no earners at all, as early retirement continues to lure men from the work force. But the income distribution of the two-earner couples in this group is upscale: 16 percent have annual household incomes below $20,000, 37 percent make between $20,000 and $40,000, and 47 percent make more than $40,000 a year.

Why are Empty Nest women working now? Some decided to pursue careers as their childrearing chores eased; for other couples, both spouses work out of economic necessity. This group includes affluent "mature market" couples who are good prospects for retirement travel, second homes, and investments. But Empty Nesters also include couples struggling to put aside a retirement income; couples helping their children pay for college, a house, or a business; and couples paying the health-care costs of their own aged parents.

This is the "sandwiched" generation, squeezed between the duties of being a good parent and a good child. They are financial savers, but they are willing to pay for services that will meet the needs of their retirement years.

The Honeymooners

The younger half of the baby boom fuels the growth of this segment. Honeymooners are young married couples in their 20s and early 30s. They are just starting out, although many lived together before making it official. Those with two incomes number 3.4 million, or 13 percent of all two-earner couples. Many of them are postponing children and saving for a down payment on a first house.

Honeymooners have not given up on the American dream of a family and a home of their own. But unlike their parents' generation, they have found that financing the dream takes two incomes. Twenty percent of this group has annual household incomes below $20,000, 46 percent make between $20,000 and $40,000, and 35 percent have incomes of $40,000 or more.

This group was born into the largest generation in American history, and they have struggled against numbers all their lives. Many grew up in proliferating postwar suburban tract houses and faced split sessions in school. When they finally reached working age, their older brothers and sisters had taken the best jobs, leaving them with fierce competition and a clogged promotional pipeline.

Many Honeymooners are struggling to make it economically. Many of them will make it--and their education levels are the best predictor of success. But the less fortunate ones, the ones who can't overcome the overcrowded schools and job markets, will struggle for the rest of their lives. Many will have to postpone children to keep ahead of debts.

As consumers, Honeymooners lack discretionary income. Yet they do have discretionary time, and they are ripe pickings for the marketers of experiences. If they plan to have children--and most do--they may try to "live it up" before they start a family. This group wants the good things in life, and they will get the good things they can afford--like expensive cigarettes and chocolates, restaurants, club memberships, concerts, and travel. Many will experiment with brands before establishing loyalties.

Just-A-Couples

Many of the 2 million two-income couples in this group come from the older, more fortunate half of the baby boom. They have prospered at work and in the housing market. Their high incomes offset their relatively small numbers. They are 7 percent of all two-income couples, but only 12 percent have annual household incomes below $20,000. Thirty-five percent make between $20,000 and $40,000, and over half bring home more than $40,000 a year.

Childless by choice or by chance, Just-A-Couples have the time and inclination to live for themselves, indulge whims, and set trends. Among all the dual-earner segments, they come closest to fitting the "yuppie" stereotype. Quality is the guiding principle of their lifestyle, from cars to vacations, furniture, and financial services.

Still, childlessness is a transitional stage for many of them. They have delayed childbearing, and many will decide to become parents over the next few years. The successful ones will switch their loyalties from deli items to baby paraphernalia. The unsuccessful ones will visit infertility clinics and adoption centers.

Implications

When two out of three married couples with two earners have children, the implications are clear. Most couples today work hard and face many obligations. What they need is relief--even for a moment--from the treadmill of life. Products and services that provide this relief should be successful.

McDonalds' "You Deserve a Break Today" campaign illustrates how a business can exploit this need. Mini-vacation packages like Marriott's "Getaway Weekends" are another example of a stress-reduction service. The getaway idea can't be all luxury and indulgence, however, because the checkbooks of two-earner couples are also subject to multiple commitments.

All these couples under pressure suggest a growing demand for "no hassle" services. Banks, for example, can gain market share by making banking easier. They could offer telephone services and electronic transactions, from bill paying to account transfers.

Eliminating paper is one way of eliminating stress. Fidelity Investments has a new "Ultra Service Account" that offers discount brokerage activity, unlimited check writing, and IRA account maintenance under one umbrella account, with a single monthly statement. All Fidelity's customers have access to a trained investment counselor via a toll-free telephone number, 24 hours a day. Close to 15 percent of Fidelity orders now come in by personal computer.

No-hassle retailing is the credo at L.L. Bean. You can buy a shirt during a break from the Sunday afternoon football game. You know immediately if the shirt is available, and you get your money back if you don't like it. There's no driving, no waiting in line, and no surly sales people.

These trends point to a logical conclusion--that the central retailing device of the 1990s will be the telephone, as long as the transaction is initiated by the customer. Telephones already record messages, and they will soon be able to remind their owners of appointments. They will be the modern-day equivalent of the gatekeeper and the personal secretary. Hassled consumers want businesses to come to them, on their terms. The ones that do will thrive.

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THE FASHIONABLE FAMILY

by Judith Waldrop

While Americans' living arrangements don't change as frequently as hemlines, it's good business to know what the new season will bring. Results from the latest Current Population Survey offer a sneak preview of what's in store for the coming decade.

Reversing a 20-year trend, the number of family households* grew faster than the number of nonfamily households between 1986 and 1987. Family households now account for 72 percent of all households, down from 81 percent in 1970. Because the aging of the baby-boom generation as well as the AIDS scare, some observers predict a return of the family--and the latest statistics support that contention. However, the increase in family households was modest, up only 1.5 percent between 1986 and 1987. And the traditional married-couple family--husband, wife, and children--showed no significant change. The family may be back in fashion, but styles have changed since the 1950s.

The number of married couples has grown less than 1 percent a year since 1980. But married couples are still the largest and most affluent of all household types. There are 52 million married-couple families in the U.S. today, with a median income of nearly $33,000. The 10 million families headed by women have a median income of only $14,000. Families headed by men have a median income of about $25,000, but they account for less than 3 percent of all households.

The number of married couples increased 6 percent overall between 1980 and 1987, but there have been dramatic differences in the growth of married couples by age. The number of married-couple householders under age 25 fell 34 percent since 1980 as more young people have postponed marriage. Married-couple householders aged 25 to 34 grew only 6 percent. In contrast, the number of married householders aged 35 to 44 rose 23 percent, fueling the growth in all married couples. The number of couples aged 45 to 64 grew by less than 2 percent. But the number of married householders aged 65 and older increased almost 16 percent.

Among married couples younger than age 25, approximately half have children. But nearly 80 percent of married couples between the ages of 25 and 44 have children at home. In 1980, this group represented two-thirds of all married couples with children. By 1987, the proportion had risen to fully 76 percent. Most of this growth has been among couples aged 35 to 44.

Juggling Jobs

Both husband and wife are employed in about half of all marriages. The 26 million dual-earner couples are 10 percent more than there were just five years ago. In another 3 million married-couple households, the spouse works while the head of household is not in the labor force. But in nearly 9 million married-couple households neither partner is employed. These households are predominantly those in which the head of household is

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** A family household consists of a householder and one or more other persons living in the same household who are related to the householder by birth, marriage, or adoption.*

aged 50 or older. Among dual-earner married couples, median household income is $37,000. For those with only one earner, it is $27,000, and for those with no earners, it is below $16,000.

Both husband and wife are most likely to work when they have no children at home. Among married-couple householders younger than age 50 with no children under age 18 in the home, nearly 80 percent are dual earners. Still, fully 61 percent of married couples with children are dual earners. When the children are younger than age 6, both parents are employed in 55 percent of couples.

The 25 million married couples with children are about half of all married couples. An even larger proportion--60 percent--of female-headed families have children. Married couples with children have a median income of $34,000, not much more than the $31,000 of childless couples. But women who head families with children have a median income of only $11,000, compared with $21,000 for women who head families without children.

Families have been struggling to keep pace with rising household incomes since the decade began. Women who head families alone have been losing that battle. Between 1980 and 1986, this group's median household income fell by 5 percent, after adjusting for inflation. Men who head families alone have not gained anything since 1980. In contrast, the median income of married couples has grown by 6.6 percent, even after adjusting for inflation, as more married couples join the dual-earner ranks.

The rise of dual earners has had an important impact on household economics and married life. Women work for the same reasons men work--because they need the money, because it is expected of them, or because they find it satisfying.

No matter what the reason, joint economic responsibilities have fortified the American married couple through recessions and in spite of stiff competition in the job market. Increasing opportunities in the workplace, however, have forced greater equality on the home front--and changing demands in the marketplace.

Family life has become more complicated. The business community can no longer assume that only the wife shops or only the husband goes on business trips. But whoever shops, the family will still need diapers if it has an infant. And whoever works, the married couple is still the most affluent of household types.

The evidence clearly indicates that baby boomers, like all the generations before them, are settling down to family life. But it would be a mistake to assume that family life in 1988 is the same as it was 30 years ago.

Today, only about 8 million family households are single-earner, married couples with children under 18, a 25 percent decline since 1980. The share of traditional families among all families has fallen from 18 percent to 15 percent. The dual-earner couple with children is now 23 percent of all families and growing each year.

Uncertain economic times will test the resiliency of the American family. But as family needs change, the nation's adaptable married couples are ready to meet the challenge.

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CHANGING VALUES:
THE NEW EMPHASIS ON SELF-ACTUALIZATION

by Joseph T. Plummer

A large number of people both in the United States and in other nations are in the midst of a profound and enduring change in basic values. Long-held beliefs about the meaning of work in one's life, relations between the sexes, expectations for the future--indeed, about many aspects of daily living and important relationships among people--are undergoing a reexamination and reappraisal.

Social researcher Daniel Yankelovich, in *New Rules*, pinpointed the core of many of these transformations in the United States:

> We now find our nation hovering midway between an older postwar faith in expanding horizons, and a new sense of lowered expectations, apprehension about the future, mistrust of institutions, and a growing sense of limits. We are in search of new rules, because the old rules don't work anymore.

By examining these shifting values, we can understand not only how individuals react to change, but also how to predict the particular changes we might encounter in the future. People's values lead them to accept or reject proposed changes in their lives.

Values also suggest whether individuals will actively seek out or avoid new ways of doing things. For many people, the need to behave the same way they have always behaved is central to their values. In contrast, some people actively seek out change because they place a high value on experiencing an exciting life.

Consider the power of shifting values toward work. Among Harvard MBAs graduating between 1942 and 1978, 30% are self-employed. But among the class of 1984, 87% said that they plan to start or run their own companies. Even if as many as half of them never do so, this class still will represent a 50% increase in entrepreneurship over the past 40 years. This increase reflects a major shift in values regarding the meaning of work among this group of people.

The advent of robotics in manufacturing can be seen not only as a cost-saving and efficiency move, but the logical extension of "labor-saving devices" first introduced in our homes after World War II to ease "women's work." We should not be surprised that robots are now taking over much of what was traditionally "man's work" in heavy industry. Our attitudes toward work--such as our belief that tools and other mechanical devices are appropriate ways to make life easier--underlie both the situation with the Harvard MBAs as well as the increasing use of robotics in heavy industry.

Among white-collar occupations, this value has been extended even further: Work should not be burdensome, but fun. Many want to ensure that their future workplaces will be enjoyable, hence their intentions to work for themselves rather than for someone else in a large and potentially bureaucratic workplace.

Another aspect of our lives profoundly affected by values is food. These values spring from our ideas about health and well-being and translate into beliefs and behavior regarding exercise, diet, and consumption of alcoholic beverages.

Table #1

Traditional Values	New Values
Self-denial ethic	Self-fulfillment ethic
Higher standard of living	Better quality of life
Traditional sex roles	Blurring of sex roles
Accepted definition of success	Individualized definition of success
Traditional family life	Alternative families
Faith in industry, institutions	Self-reliance
Live to work	Work to live
Hero worship	Love of ideas
Expansionism	Pluralism
Patriotism	Less nationalistic
Unparalleled growth	Growing sense of limits
Industrial growth	Information/service growth
Receptive to technology	Technology orientation

When Gablinger introduced a low-calorie beer in 1968, it was a spectacular failure. Miller Brewing Co. did the same thing seven years later with huge success. In fact, Miller changed the very nature of beer drinking: By the early 1990s, light beers will constitute 33% of all beer consumption in the United States. Miller did a lot of things right that Gablinger didn't: positioning, distribution, advertising. But what Miller did best was to gauge the changing role of beer in consumers' redefined values about health.

Paradigm Shift

A broad overview of these changes in values indicates that most developed or postindustrial cultures are clearly in the midst of what may be called a paradigm shift--a fundamental reordering of the way we see the world around us.

A social paradigm is that constellation of values, beliefs, and experiences that--because they are shared by the majority of the members of a society--enable people to work together and to communicate with one another with some degree of success.

When a culture undergoes a paradigm shift, the new paradigm does not immediately replace the old one as the dominant paradigm. Rather, the shift occurs in four phases:

1. A few individuals in the society find that they have satisfied those needs that preoccupy the majority of the culture, such as physiological hunger or safety needs. As a consequence, they turn their attention to "higher-order" needs such as self-actualization.

2. In turning to these new needs, these individuals adopt a different set of values, which in time can form the basis for the new paradigm.

3. The new technology and economy provide work for people who, while participating in the emerging value shift, still hold the values of the paradigm that is being replaced.

4. Gradually, as the new technology and economy gain wider acceptance and embrace larger numbers of people, the new needs and values become adopted by a greater proportion of the culture, thus forming the new paradigm.

We are now gradually moving away from those traditional values that drove our societies through the first three-quarters of this century and toward the emerging new values being embraced on an ever-widening scale. [See table #1.]

One way to understand and track the profound nature of these value shifts is by thinking about the notion of "social character," as described by David Riesman in his book *The Lonely Crowd*. Riesman identified three types of societies: tradition-directed, outer-directed, and inner-directed.

Tradition-directed groups value security and sustenance. By nature, they are static societies that change very little. Similarly, outer-directed groups value belonging and success, looking to others for ideas about what is acceptable behavior. Status within outer-directed societies is obtained by following the rules and owning the material goods that society acknowledges as valuable.

Inner-directed individuals, while aware of the expectations of others, often decide not to behave in accordance with those expectations. They value personal expression and creativity and strive for self-actualization. Inner harmony is often more important to them than social harmony. These individuals often have ideas about how to improve the well-being not only of themselves, but of others.

If we match these three types of social character with our descriptions of social paradigms, the emerging paradigm obviously entails a shift from outer direction to inner direction.

Outer-Directed People

To understand what this shift means in human terms, Young & Rubicam did in-depth research with selected individuals around the world who reflect these two broad sets of values. First, consider three people we interviewed with strong outer-directed, traditional values: Ruth from the United States, Eric from the United Kingdom, and Beryl from Australia.

Ruth has spent her entire life in the community where she grew up. She and her husband live down the street from her parents, with whom they lived until they had saved enough money to build their own house. Outer-directed individuals like Ruth dislike being in debt to anyone.

Family is very important to Ruth. Family photographs are prominently displayed in her living room, not only to let visitors see her family connections, but also to reinforce to family members how important they are to her.

Ruth and her family are actively involved with their church. She is the church secretary and plays the church organ on Sundays. Her husband drives the church bus for outings. She asks, "Where would we be without our faith in God?"

Outer-directeds dislike social embarrassment. For this reason, they tend to be very brand loyal because a product they've used for years gives them a feeling that they won't be surprised. They want to avoid disappointing a guest or family member by serving a dish that is not properly prepared.

Outer-directeds also like order in their homes and select home furnishings with care. Each object in Ruth's home has some special significance to her, and the house is lovingly clean and well-tended.

Eric and his wife bought their house outside of London over 20 years ago, but they almost lost it. An unscrupulous estate agent absconded with the hard-earned savings of many people, Eric and his wife included. For a traditional-values person, losing a home is unacceptable. Eric located the estate agent's home and, with two of his children in tow, promised to camp on the lawn until the money was returned. The estate agent was apparently outer-directed, too, because Eric got his money back.

Eric and his wife have five children. The youngest, a boy who was brain-damaged in an accident with an automobile while riding his bicycle, recently moved to a care facility. That decision was difficult for Eric and his wife, who cared for the boy at home until, in Eric's words, he became a "problem."

Eric has been modernizing the house, but he has traditional ideas about food. While he will eat canned foods, other vegetables and meat dishes have to be prepared fresh by his wife. She says that in the early days of their marriage, "If I'd given him frozen potatoes, I thunk he'd have slung them at me."

Eric is a contented person who sees no reason why he should try to improve himself economically. As a printer, he receives security from the fact that he can do his work easily and well. His life is full: a lovely wife, family, and home. What else could he ask for?

Beryl is an Australian outer-directed who lives with her husband and youngest child in a small, three-bedroom weatherboard house that Beryl keeps neat and tidy. Theirs has been a life of thrift to pay off their home, although they face an uncertain future due to her husband Norm's upcoming retirement.

In response to anticipated financial problems, they are reluctantly thinking about selling the house and moving into something smaller. With its old but carefully tended furniture, their home holds many memories for them. The dining room sideboard, for example, is cluttered with photos of family: children, in-laws and grandchildren.

The garden, too, would be difficult to give up. Beryl, a keen gardener, spends much of her time there. The garden is one way she helps to provide a warm, comfortable environment for her family.

Family get-togethers, like a barbecue on a Sunday afternoon, serve to remind her of what a good life she has. Beryl and her husband only traveled overseas once--to New

Zealand, with their bowling club--but that was enough for them. They returned convinced that Australia is the best place in the world to live.

Inner-Directed People

In contrast, let's look at the lives of two inner-directed people we interviewed in New York and London who represent many of the new values discussed above.

Jane was born and raised in the rural American South. A girlfriend and she decided one day to attend a Martha Graham dance concert in New York, so they hitchhiked north. As the saying goes: How can you keep them down on the farm after they've seen the East Village?

She currently lives in a small apartment and works as a bookkeeper. This job has several advantages for her. Bookkeeping is something she can do easily and well with sufficient income to support her major needs in life. She doesn't have to take work home, literally or mentally. Plus she has a special arrangement with her boss: When the weather is good, she can take off for three-day weekends to indulge in her passion in life--sky diving!

Jane goes parachuting whenever she can and sees free falling as one way to learn more about herself and her relationship to the environment. She says, "You haven't really lived until you've stepped out of the door of an airplane." In more contemplative moments, she reads Ram Dass in search for inner tranquility.

Andy is head of the math department at a girls' school in central London. Andy chose his career because he was good at mathematics and greatly preferred teaching to something more "middle class" like accounting. Today, he characterizes his accountant acquaintances as "real bores."

Andy and his family live in a middle-class neighborhood. Even though he likes the benefits of the location, he rejects middle-class values. For one thing, he takes an active role in the upbringing of his children, in contrast to other fathers who hardly know their children due to the demands of their careers. Andy spends a great deal of time with his kids, not only driving them to various neighborhood activities, but being together with them in quiet moments.

He is extremely active, involved in rugby, a theatrical group, tutoring neighbors in math, keeping bar at a local pub, and fixing up his house. He has done quite a bit of work on both the inside and outside. The kitchen is something he and wife share because both are involved in food preparation and selection.

In his student days, Andy was active in social causes; now he seems to lead a balanced yet energetic life. Dogs, children, garden, theater, books, sports, teaching, and carpentry are what occupy him now.

More and more people in developed Western societies will exhibit these inner-directed values in the future, according to Young & Rubicam research in many markets around the developed world. Table #2 shows the growth of the inner-directed segment in the United States, the United Kingdom, and West Germany.

Policy makers as well as those who market and provide goods and services need to carefully analyze changing values and better understand the needs of the new-values segment, for they may foreshadow a new public consensus. At Young & Rubicam, we have identified a few areas where the values paradigm shift is "showing up" in Western societies:

- The new focus on individuality is favoring high levels of creativity, flexibility, and responsiveness by organizations rather than bigness and consistency.
- People increasingly expect high ethical standards of employers, political figures, and advertisers.
- The greater value being given to experience is prompting the growth of travel, the arts, sports, and lifelong education.
- Health behavior is shifting from curing sickness to promoting wellness, seen most dramatically in a decline in smoking and red-meat consumption.

Table #2

	U.S.		U.K.		W. Germany	
	1984	1990	1984	1990	1984	1990
Tradition-directed people	11%	12%	33%	33%	16%	16%
Outer-directed people	67%	62%	55%	52%	73%	70%
Inner-directed people	22%	26%	12%	15%	12%	14%

Research on changing values points to the need to rethink our old rules, recognize emerging new rules, and spend time understanding people as human beings with the capacity for change. If our efforts to anticipate the future rely primarily on economics and technology, we could miss wonderful opportunities for a better world.

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Instructor Resource/Handout

REDISCOVERING A PARTNERSHIP SOCIETY

by Riane Eisler

Like most people, I used to think of housework as trivial--something unimportant that women did. If someone had told me then that the issue of who does the housework is political, I would have laughed. Today I understand that the politics of housework is of major importance, that we are only beginning to understand how it forms the political underpinnings of many of our key social values and personal, economic, and political relations.

In my work over the past decade I have examined society from a perspective that takes into account the whole sweep of human history, and have identified patterns and relationships between different parts of the social system that couldn't be seen by looking at only part of the picture. One of the things that made this research possible was what British archaeologist James Mellaart calls "a veritable archeological revolution": data showing that civilization is not only much older than we previously thought, but, more important, that for thousands of years it was organized very differently from what we have been taught.

This leads directly to the question of what we call "housework": the caring work that supports life but which we have been taught to devalue as "just women's work." Earlier societies placed much more importance on this type of work. UCLA archaeologist Marija Gimbutas describes how in neolithic temples and shrines the baking of bread, the weaving of cloth, and other work associated with women were sacred acts, and that priestesses at that time made offerings to the Great Mother (as they still did in biblical times, as told, for example, in the Old Testament book of Jeremiah, in which the prophet railed against women for baking cakes for the Queen of Heaven). Why were these acts considered sacred? Because these societies recognized that caring and nurturing and maintaining life are central.

What's interesting is the amazing uproar caused in the 19th century by the discovery of these earlier societies. Because neolithic people worshipped the Great Goddess as the creator of life (a natural development since, after all, life does emerge from the body of women), many of the scholars of the day decided that these societies were matriarchal--that instead of men dominating women, women dominated men. However, the evidence does not support the view that men were oppressed in these societies, but instead suggests that these were partnership societies where neither men nor women dominated.

Much of what is happening politically today--the international women's movement, the peace movement, the ecology movement, social and economic justice movements as well as the women's spirituality movement--is part of a larger effort by women to once again create a partnership rather than a dominator society. This is where the issue of the politics of housework becomes so important. For it is a question not only of creating a more equitable and just society for women (a fundamental change in a world where, according to United Nations statistics, women perform two thirds of the world's work but own only one percent of the world's wealth), but of creating a more just, peaceful, and balanced society for everyone.

If we look at our environmental crises--which to a large extent are products of policies that do not take into account the importance of environmental "housekeeping"--we can see how critical this debate is to the other social issues. I often say that if women had been in power, they never would have created nuclear waste without any idea of what they were going to do with it.

In terms of economics, we must make life-enhancing work more highly valued, rather than giving greater compensation to those who create technologies to dominate and destroy. When little boys as well as little girls are brought up to truly value life-sustaining and life-maintaining work, from cooking to cleaning to caring for the sick, old, and young, they are not going to be so easily convinced that killing other people is "heroic" and "manly."

A young woman in the Soviet Union told me a story. Every night when she and her husband came home from work, he would sit in front of the television set, obviously expecting her to prepare their dinner. But she would plop down on the chair next to him and, even though she didn't particularly like the sports programs he was watching, just sit there. After a while her husband would say, "Gee, I'm hungry," and she would say, "Yeah." After a little longer he would say, "Don't you think we should have dinner?" and she would say, "Oh, yeah." And finally, since she was still not getting up to do anything, he would go look in the refrigerator. What she managed to do, finally, because she did not accept her stereotypic role, was to get her husband's cooperation in creating a partnership relationship.

Judging from my own experiences, the result was probably not only a better life for her, but a better relationship, a better partnership. I do not believe modern trends toward an increasing sense of partnership both in families and world affairs are accidental. I believe they are essential if we are to make a better world in a time when it is very clear that the old ways are bringing great risks of environmental catastrophe or nuclear apocalypse. What this young Soviet woman, with the eventual cooperation of her husband, was able to create was a healthier, more balanced model of human relations. It is an excellent illustration of how in a very immediate sense the personal is political.

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Status of Women in the Workforce

OCCUPATIONAL STATUS

The Status of Women

In 1984, 52 percent of all women with preschool children were in the work force, up from 19 percent in 1960.

Women constituted 45 percent of the total labor force in 1986, in contrast to 39 percent in 1972.

Between 1970 and 1980, the percentage of women in professional and managerial jobs virtually doubled.

The number of female proprietorships increased at an annual rate of 6.9 percent between 1977 and 1983, or five times faster than for men.

Between 1975 and 1985, there was a 17.5 percent increase in the number of women receiving bachelor's degrees compared to a 4.7 percent decrease for men. Seven of every 10 women ages 25 to 54 were in the labor force in 1986. This should increase to eight in 10 by 2000.

Continuing Problems

In 1985 women represented only 2 percent of the US Senate and 5 percent of the House; less thán 2 percent of school superintendents, 9 percent of college presidents, 10 percent of full professors, and 5 percent of top executives in US corporations.

At least 75 percent of the top jobs in higher paying professions are still held by men.

The college educated women in 1983 did not receive as much wages as a man with only a high school diploma.

Women continue to be overrepresented in occupations growing most slowly and underrepresented among those growing the fastest.

The Status of Minorities

In 1984, 78.8 percent of black youth aged 25-29 had completed high school, up almost seven-fold from only 11.6 percent in 1940.

The proportion of black high school dropouts has decreased from 32 percent in 1973 to about 20 percent in 1983.

While the labor force will grow 19 percent between 1986 and 2000, the share for blacks should grow 29 percent, for Hispanics 74 percent, and 70 percent for Asians.

The proportion of college graduates among young blacks has risen 700 percent since 1940.

Continuing Problems

The percent of black high school graduates enrolling in college has declined from 29.2 in 1971 to 26.1 in 1986.

Public schools enrollment figures show that while 16.2 percent of pupils are black, only 6.9 percent of the teachers are black. Overall, minorities account for 27.8 percent of the students but only 10.4 percent of the teachers.

In 1986, the unemployment rate for black high school graduates aged 18-19 was 40.6 percent, compared to 13.8 for whites. The National Alliance of Business reported in 1987 that 25 percent of all young black males had never held a job.

Both blacks and Hispanics are overrepresented in the slow-growing or declining occupations but underrepresented in the fastest growing fields.

The percentage of blacks living in poverty is now almost four times as great as for whites.

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WORKING MOTHERS AND THEIR CHILDREN

U.S. Department of Labor, Women's Bureau
Fact Sheet No. 89-3, August 1989

One of the most significant trends in the United States labor force has been the growth of working mothers. In March 1988 there were nearly 33 million women who had children under the age of 18. Most of these mothers are now participants in the labor force--65 percent. Whether in married-couple families or families maintained by single parents, approximately 34 million children had mothers who were working or seeking employment.

Employment Status of Women 16 Years and Over
By Presence and Age of Own Children, March 1988

(Numbers in thousands)

	Total	*Total With Own Children Under 18*	*With Children Under 6*	*With Children Under 3*
Total	96,516	33,098	15,812	9,451
In Labor Force	53,987	21,528	8,865	4,959
Labor Force Participation Rate	55.9	65.0	56.1	52.5
Employed	51,027	20,132	8,104	4,492
Full time	37,448	14,682	5,628	3,067
Part time	13,579	5,450	2,476	1,425
Unemployed	2,960	1,396	761	467
Unemployment Rate	5.5	6.5	8.6	9.4

Source: U.S. Department of Labor: Bureau of Labor Statistics, "Current Population Survey," March 1988.

Currently, mothers are returning to work sooner after giving birth than ever before. As recently as 1983, mothers with children 1 year old or younger only participated in the labor force at 44.0 percent. By March 1988, a majority of mothers of infants (1 year old or younger) were labor force participants (50.8 percent).

Nearly 2 out of every 3 mothers with children under age 18 were in the labor force in March 1988. In 1977 less than half of children under age 18 had mothers who were employed or seeking employment. A decade later, 6 out of 10 children under age 18 had mothers in the labor force.

Family Income and Poverty Status

Regardless of marital status, mothers are very active in the labor force and contribute significantly to family income. Over half of all mothers are employed and 73 percent of those who are employed are working full time. In 1987 married couple families with 2 children had a median income of $36,807, while female headed households with 2 children had a median income figure of only $11,257.

Most mothers are in married-couple families (75.5 percent). The remainder are divorced (9.4 percent); single, never married (8.1 percent); married, spouse absent (5.4 percent); and widowed (1.6 percent).

Among householders who work year round, full time, female householders have the lowest median income and earn, on average, 56 percent of what married-couple families earn.

The high school graduation rate for female householders below the poverty level was 42.4 percent for Hispanics.* 47.9 percent for blacks and 55.2 percent for whites. These two factors contribute greatly to the extremely high poverty rate of female headed households which was 34.3 percent in 1987.

Families maintained by women represented over half (52 percent) of all families below the poverty level in 1987. Within these families resided 7.1 million related children under age 18. The average number of children in families maintained by women that were below the poverty level in 1986 was 2.2.

Marital Status

The marital status of mothers has much to do with their unemployment rate. Mothers are more likely to be employed if they are divorced (75.1 percent) or in married couple families (61.9 percent). Mothers who are least likely to be employed are those who are married with spouses absent, widowed, or have never married. Only 46.7 percent of these mothers were working as of March 1988.

Unemployment for mothers in married couple families was only 4.8 percent in March 1988 and only 6.3 percent for divorced mothers. Both figures were lower than the 6.5 percent overall unemployment rate for all mothers in March 1988. Other mothers have not fared as well. Those who have never married, widowed mothers, and married mothers with absent spouses have respective unemployment rates of 22.1 percent, 11.6 percent, and 11.2 percent in March 1988.

There are approximately 8.2 million divorced women in the United States. Three million have children under age 18. Most divorced women are over age 35 and have children above preschool age--3.8 million children between ages 6 and 17 and only 868,000 preschoolers.

With 80 percent of divorced mothers in the labor force and with 3 out of every 4 working, they are more likely to be employed than any other marital group. Eighty-eight percent of employed divorcees are full-time workers. Their March 1988 unemployment rate of 6.3 percent was second lowest to mothers in married-couple families.

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*Persons of Hispanic origin may be of any race.

There are only 543,000 widowed mothers nationwide. They have the smallest number of children (794,000) among all marital types mainly because widows are the oldest group of women. Nearly 3 out of every 4 are age 65 and over. Of the 11 million widows in the United States, only 5 percent have children under age 18 and less than 1 percent have children under 6 years of age.

Single (never married) mothers have the highest unemployment rate of all mothers. At 22.1 percent, the unemployment rate is nearly double that of widowed mothers (11.6 percent) and almost five times that of mothers in married-couple families (4.8 percent). Since 1975, however, the labor force participation rate of single mothers has increased from 41.7 percent to 51.6 percent in 1988.

Single mothers are the youngest marital group with a median age of 23.1 years. They also have the largest number of preschoolers among families maintained by women (1.5 million). Even though black women comprise only 19 percent of the single women in this country, a disproportionate 59 percent (1.6 million) of all single mothers are black.

Whatever the marital status of the mother, those with older children are more likely to be in the labor force than those with younger children--especially preschoolers. In families maintained by women, there are a total of 11.4 million children under age 18.

Mothers with Children under Age 6

The 16 million mothers with children under age 6 represent nearly half (48 percent) of the mothers with children under age 18. Their 56.1 percent labor force participation rate is impressive but still lower than the 73.0 percent of mothers with children age 6 and over. Most mothers of preschoolers are married with their spouses present--12.2 million or 77.1 percent. The remainder are single, never married (11.7 percent), divorced (5.4 percent), married with spouse absent (5.3 percent), and widowed (0.5 percent).

There are 45 million children living in married-couple families--16 million are under age 6. Of the 4 million children under age 6 living in single-parent households, 3.3 million live with single-parent mothers. Less than half of these children have mothers who are employed.

Mothers with Children under Age 3

There are nearly 10 million mothers with children under age 3. Most are in married-couple families (79 percent). The remainder are single, never married (13 percent); married, spouse absent (5 percent); divorced (3 percent); and widowed (0.3 percent).

Their labor force activity has increased substantially from 39.1 percent in 1978 to 52.5 percent in 1988. This increase resulted mostly from the entrance of many married mothers into the labor force. During this same time period, wives with children age 1 year or younger have increased their labor force participation by 50 percent.

Unemployment is quite high among these mothers who are female householders--widowed (33.6 percent); single, never married (28.2 percent); married with spouse absent (12.9 percent); and divorced (11.7 percent). Mothers in married couple families had a single digit unemployment rate of 6.8 percent in March 1988.

Labor Force Participation Rates of Wives and Women Who Maintain Families by Age of Youngest Child under 3, March 1988

	Age of Youngest Child		
Family Status of Mother	1 Year or Younger	2 Years	3 Years
1988			
Total Mothers	50.8	60.3	59.3
Wives	51.9	61.7	59.3
Women Maintaining Families	44.9	52.5	59.0
1983			
Total Mothers	44.8	51.1	56.3
Wives	44.6	50.4	56.1
Women Maintaining Families	44.0	54.6	57.2
1978			
Total Mothers	35.7	47.0	48.0
Wives	34.8	45.6	47.0
Women Maintaining Families	43.2	54.4	53.2

Source: U.S. Department of Labor: Bureau of Labor Statistics, "Current Population Survey," March 1988.

Teenage Mothers

Currently, teenage mothers between the ages of 16 to 19 total nearly 600,000. Many have not completed high school while others may still be enrolled in school. Teenage mothers without help and motivation are less likely to be employed or to be seeking employment. In March 1988, they had an unemployment rate of 39.4 percent and slightly more than one-third (37.1 percent) were labor force participants. Unemployment was particularly high among black teenage mothers at 48.8 percent.

The majority of teen mothers have never been married. Only 32 percent were married as of March 1988. For financial support, many may have to rely upon their families, relatives, and Federal or State assistance programs.

Half of all Hispanic and non-Hispanic white teen mothers are not in married-couple families. Ninety-five percent of black teenage mothers are not married. Only 8,000 of the 216,000 black teenage mothers (4 percent) are in married-couple families, compared with 51 percent of Hispanic teenage mothers and 48 percent of non-Hispanic white teenage mothers.

Labor Force Status of Teenage Mothers, 16 to 19 Years of Age, by Race, March 1988

(Numbers in Thousands)

	Total Population	*Labor Force*	*Labor Force Participation Rate*	*Total Employed*	*Unemployment Rate*
Total	576	214	37.1	129	39.4
White	349	126	36.1	84	33.6
Black	216	84	39.1	43	48.8
Hispanic	101	35	34.3	24	32.1

Source: U.S. Department of Labor: Bureau of Labor Statistics, "Current Population Survey," March 1988.

Black, White, Hispanic Mothers

Black and white mothers with children under the age of 18 are more likely to be in the labor force than are Hispanic mothers. Black and white mothers participated in the labor force at rates of 66.3 percent and 65.1 percent, respectively, while Hispanic mothers participated at a rate of 51.7 percent. White mothers between the ages of 35 and 44 are most likely to be in the labor force--the peak participation age range for black and Hispanic mothers is 25 to 34.

The unemployment rate for black mothers of preschoolers (20.4 percent) is more than twice that of Hispanic mothers (8.3 percent) or white mothers (7.2 percent). In fact, black mothers had the highest unemployment rates no matter the ages of their children. The majority of employed mothers in the United States are working full time. Eighty-five percent of employed black mothers worked full time as compared with 78 percent of Hispanic mothers and 70 percent of white mothers.

Labor Force Participation Rates of Mothers with Teenage and Preschool Children, by Race, March 1988

	Mothers With Teenage Children Ages 14-17	*Mothers With Preschool Preschool Children Under 6*
Total	74.5	56.1
White	74.6	56.0
Black	73.0	58.4
Hispanic	60.5	45.6

Source: U.S. Department of Labor, Bureau of Labor Statistics, "Current Population Survey," March 1988

Employers' Reactions to Child Care

As more mothers enter the labor force and find employment, the issues of child care and the needs of working parents have taken on heightened prominence. The social and political aspects of child care have fostered much debate from all arenas.

Problems that employees face in arranging care for their children may result in absenteeism, tardiness, low morale, and productivity problems. The continued reliance of women in the work force is expected to influence more employers to expand or adjust their personnel and benefits policies to meet the needs of the changing labor force.

During the summer of 1987, the Bureau of Labor Statistics conducted a nationwide survey of approximately 10,000 business establishments and Federal agencies to determine what type of child care services they provided their employees.

Eleven percent of the establishments with 10 or more employees reported that they provided such direct benefits as employer-sponsored day care; assistance with child care costs; information and referral to community child care resources; counseling services; and a variety of miscellaneous benefits.

About three-fifths of the establishments reported that at least some of their employees could take advantage of indirect benefits in the form of work schedule or leave policies that could aid them in fulfilling their family obligations. Some examples would include flexitime, flexible leave, and voluntary shifts to part-time work schedules.

The Women's Bureau Work and Family Clearinghouse

In January 1989, the Women's Bureau opened its Work and Family Clearinghouse. The main purpose of the clearinghouse is to assist employers in identifying the most appropriate policies for responding to the dependent care (child and/or eldercare) needs of employees who are seeking to balance their dual responsibilities.

Information and guidance are available to employers through telephone discussion and written materials on five broad option areas: direct services; information services; financial assistance; flexible policies; and public-private partnerships.

Available information includes Program Profiles which describe employer-related child and eldercare systems already in place; technical assistance concerning National and State Information sources, bibliographic references, conference information, research and statistics; and How to Guides for employers' use in about 26 areas, such as On/Off Site Centers, Family Day Care, Resource and Referral, Flexible Leave Policies, Maternity Leave, etc.

A Work and Family Resource Kit is also available to assist employers, unions and others interested in the full-range of work and family programs. Single copies may be obtained by sending a self-addressed label to the Women's Bureau, U.S. Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

The Work and Family Clearinghouse can be reached by calling 1-800-827-5335.

Employment Status of Women 16 Years Old and Over With Children 18 Years Old and Under, March 1988 (Numbers in Thousands)

All Women	*Total Mothers*	*Married Spouse Present*	*Married Spouse Absent*	*Divorced*	*Never Married*
Total	33,098	24,978	1,775	3,120	2,682
Labor Force	21,528	16,225	1,095	2,500	1,385
Participation Rate	65.0	65.0	61.7	80.1	51.6
Employed	20,132	15,452	971	2,344	1,078
Unemployed	1,396	773	123	156	307
Unemployment Rate	6.5	4.8	11.2	6.3	22.1
White Women					
Total	27,055	21,965	1,125	2,568	1,041
Labor Force	17,603	14,087	707	2,062	530
Participation Rate	65.1	64.1	62.8	80.3	50.9
Employed	16,701	13,466	645	1,939	451
Unemployed	902	621	62	123	78
Unemployment Rate	5.1	4.4	8.8	6.0	14.8
Black Women					
Total	4,780	1,981	585	472	1,593
Labor Force	3,170	1,505	361	379	839
Participation Rate	66.3	76.0	61.7	80.4	52.7
Employed	2,712	1,377	303	348	616
Unemployed	458	128	58	31	223
Unemployment Rate	14.5	8.5	16.0	8.2	26.6
Hispanic Women					
Total	3,221	2,248	282	286	348
Labor Force	1,665	1,183	131	193	134
Participation Rate	51.7	52.6	46.5	67.4	38.7
Employed	1,547	1,107	113	183	125
Unemployed	118	78	18	11	9
Unemployment Rate	7.1	6.6	13.8	5.4	6.9

Source: U.S. Department of Labor: Bureau of Labor Statistics, "Current Population Survey," March 1988.

WOMEN, WORK AND LITERACY

The National Commission on Working Women of Wider Opportunities for Women, 1325 G Street, N.W., Washington, DC 20005, in cooperation with the National Coalition for Women and Girls in Education (NCWGE), has prepared a four-page fact sheet on women, work and literacy available at the above address.

Here are some of the facts based on information from the U.S. Departments of Education and Labor, the Bureau of the Census, the Children's Defense Fund, the Congressional Clearinghouse on the Future, "Workforce 2000" (a Hudson Institute report) and "Women, Illiteracy and Poverty: Breaking the Cycle" (a NCWGE issue brief):

From now through the year 2000, two out of three new entrants to the labor force will be women.

- By 2000, it is projected that 80 percent of women ages 25-54 will be employed. Women will comprise more than 47 percent of the labor force.
- Hispanic women's participation in the labor force between now and 2000 will increase by 85 percent. Black women's participation will be up by 16 percent.
- The majority of mothers are also paid workers. In March 1988, two-thirds of all women with children under 18 were in the labor force; 53 percent of all women with children under age three were working. For the first time, more than half of women returned to work before their infants were one year old.

Almost all of the new jobs created between now and the year 2000 will be in the service sector rather than in manufacturing.

- Although these will demand higher skill levels than the jobs of today, most will be low wage.
- According to the U.S. Senate Budget Committee, 43 percent of women workers today are in jobs with below-poverty-level wages, compared to 27 percent of men.
- Five of the 11 occupations projected to create the largest number of new jobs over the next decade are now female-dominated occupations, with median weekly wages below poverty level. (1987 poverty level income for a family of four was $11,611 or $223 per week.) See data below.

Occupation	# jobs projected to be created	1987 % female	1987 median weekly female wages
Retail Sales	1,200,000	68.5	$192
Waitress	752,000	85.1	$178
Cashier	575,000	83.0	$183
Food Worker	449,000	78.5	$149
Nursing Aid	443,000	90.4	$212

For the first time in history, a majority of all new jobs will require higher education or training as technological change affects the content and complexity of work.

- Only 27 percent of all new jobs will fall into low-skill categories.
- By the year 2000, people with less than a high school education will be able to fill only 14 percent of all jobs.
- At a minimum, according to employers, basic skills in written and spoken English, problem-solving, basic math, and analytical skills will be required for employees to adapt to continuing changes in employment.
- The American Society for Training and Development estimates that by 2000, 75 percent of all employees in the U.S. will need to be retrained. The number of companies that teach remedial basic education will have to double.

The education and training women and girls receive often prepares them for a lifetime of poverty-level wages.

- Women workers, employed year-round, full-time in 1987 earned 65 cents for each dollar earned by men.
- The vocational choices of boys and girls as well as the choice of college majors by men and women indicates that occupational segregation by sex will continue well into the 21st century, with a probable continuing gap in wages.

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20 FACTS ON WOMEN WORKERS

U.S. Department of Labor, Women's Bureau
Fact Sheet No. 90-2, 1990

1. 56 million women 16 years of age and over were working or looking for work in 1989. Ten years earlier, about 44 million women were in the civilian labor force. Women accounted for more than three-fifths (62 percent) of the increase in the civilian labor force since 1979--11.8 million women compared with 7.1 million men.

2. In 1989, 69 percent of all women 18 to 64 years of age, or 53.1 million women, were in the civilian labor force compared with 88 percent of all men in this age group. Fifty-seven percent of all women 16 years of age and over were labor force participants. Participation was highest among women 35 to 44 years of age; 76 percent of women in this age group were in the labor force.

3. Most women workers are employed full-time. About 14 million or 26 percent of all women workers held part-time jobs (less than 35 hours a week) in 1989. Eighty-six percent of part-time women workers were employed on a voluntary basis. Just over two-thirds (68 percent) of all part-time workers were women.

4. The average woman worker 16 years of age between 1970-80 could expect to spend 29.3 years of her life in the labor force, compared with 39.1 years for a 16-year-old man. White and black women could expect to spend 29.6 and 27.8 years, respectively, of their lives in the labor force.

5. Women accounted for 45 percent of all persons in the civilian labor force in 1989. Among these, half of all black workers were women; 45 percent of all white workers were women; and 40 percent of all Hispanic origin workers were women.

6. The influx of women into the labor force during the 1970's and early 1980's has resulted in nearly equal labor force participation rates among black women, white women, and women of Hispanic origin. In 1989, 58.7 percent of black women (6.8 million), 57.2 percent of white women (47.4 million), and 53.5 percent of Hispanic origin women (3.7 million) were in the labor force. In 1986, for the first time, 50 percent of working age Hispanic origin women were in the labor force.

7. Women continue to constitute large proportions of workers in traditionally female occupations. In 1989 women represented 80 percent of all administrative support (including clerical) workers, but only about 9 percent of all precision production, craft, and repair workers. Women were 68 percent of all retail and personal services sales workers but only 40 percent of all executives, managers, and administrators. There were 18,983 women working as apprentices at the end of 1989, representing 7.2 percent of all apprentices.

8. The unemployment rate for all women in the labor force was 5.4 percent in 1989; for women 20 years of age and over, it was 4.7 percent. Despite reduced population, teenagers, especially blacks and Hispanics, experienced very high unemployment rates.

1989 Unemployment Rates

Teenagers (16-19 years)	*Rate*	*Adults (20 years of age and over)*	*Rate*
Black women	33.0	Black women	9.8
Black men	31.9	Black men	10.0
Hispanic women	18.2	Hispanic women	8.0
Hispanic men	20.2	Hispanic men	6.6
White women	11.5	White women	4.0
White men	13.7	White men	3.9

Source: U.S. Department of Labor: Bureau of Labor Statistics, Employment and Earnings, January 1990.

9. Most women work because of economic need. The majority of women in the labor force (58.5 percent) in March 1988 were either single (25 percent), divorced (12 percent), widowed (4 percent), separated (4 percent), or had husbands whose 1987 earnings were less than $15,000 (13.5 percent).

10. Wives in the labor force contribute substantially to family income. In March 1988, 56 percent of married couple families had wives in the paid labor force as compared with 40 percent in March 1972. In 1988 the median income of married couple families with the wife in the paid labor force was $42,709 compared with $27,220 for those without the wife in the paid labor force. Women who maintain families have the lowest median family income ($15,346).

11. The more education a woman has, the greater the likelihood she will seek employment. Among women 25 to 54 years of age with 4 or more years of college in March 1988, 81 percent were in the labor force. Among women of the same age group with less than 4 years of high school, only 51 percent were in the labor force.

12. Median earnings for women who worked year round, full time in 1988 was $17,606. The comparable figure for men was $26,656. White women earned $17,819, black women earned $16,538, and women of Hispanic origin earned $14,845.

1988 Median Earnings: Year-Round, Full-Time Workers

All women	$17,606	*All men*	$26,656
White women	17,819	White men	27,228
Black women	16,538	Black men	20,371
Hispanic women	14,845	Hispanic men	17,851

Source: U.S. Department of Commerce: Bureau of the Census, Money Income and Poverty Status of Families and Persons in the United States: 1988 (Advance data from the March 1989 Current Population Survey).

13. The median income of female high school graduates (with no college) working year round, full time in 1988 was somewhat lower than that of fully employed men who had completed less than 8 years of elementary school--$16,810 and $17,190, respectively. In 1988, women with 4 years of college education had a median income below that of men who had only a high school diploma--$25,187 and $26,045, respectively.

20 FACTS ON WOMEN WORKERS (page three)

14. Women are still heavily concentrated in low paying jobs. Thus, the average woman earns 70 cents for every dollar earned by the average man when 1989 median weekly earnings of full-time wage and salary workers are compared. The five most lucrative occupations for women are: lawyers; engineers; mathematical and computer scientists; physicians; and operations and systems researchers and analysts (1).

15. More women are choosing to be entrepreneurs--starting their own businesses. The number of women-owned businesses in the United States rose from 2.5 million in 1980 to 4.1 million in 1986. Women's share of all nonfarm sole proprietorships rose from nearly 26 percent in 1980 to 30 percent in 1986.

16. The 33 million women with children under the age of 18 had a labor force participation rate of 65.0 percent in March 1988. Fifty-six percent or 8.9 million mothers with preschoolers (children under age 6) were labor force participants in March 1988.

17. Of the 58 million children under age 18 in the United States in March 1988, nearly 33 million (56.2 percent) had working mothers. About 9.5 million children under age 6 (47.5 percent of 19.8 million) had working mothers.

18. In 1988 women represented 62 percent of all persons 16 years old and over with poverty level incomes. The poverty rate of all families maintained by women with no husband present was 33.5 percent; for those families maintained by women with children under age 18, the poverty rate was 44.7 percent. There were 3.6 million families maintained by women (no husband present) that had incomes below the poverty level.

19. Women maintained 53 percent of all poor families in 1988. They maintained 76 percent of poor black families, about 48 percent of poor Hispanic origin families, and 44 percent of poor white families.

20. Women are maintaining an increasing proportion of all families (16.9 percent in 1989). In black families, women maintained 45 percent; in Hispanic origin families, 23 percent; and in white families, 13 percent. Nearly two-fifths (39 percent) of the 14 million increase in family households between 1969 and 1989 was attributable to families maintained by women. In contrast, between 1940 and 1960, families maintained by women accounted for only 8 percent of the increase in the number of families.

Families Maintained by Women, 1989

	Number of Families	*Percent of Families*	*Median Weekly Earnings*
Total (2)	10,997,000	16.9	$347
White	7,425,000	13.3	363
Black	3,254,000	44.6	303
Hispanic	1,095,000	22.8	337

Source: U.S. Department of Labor: Bureau of Labor Statistics, Employment and Earnings, January 1988.

(1) Excludes any occupation where the female base is less than 50,000.

(2) Components will not sum to total because data for the "other races" group are not presented separately and Hispanics are included in both the white and black population groups.

WOMEN AND WORKFORCE 2000

U. S. Department of Labor, Women's Bureau
Fact Sheet No. 88-1, January 1988

Several emerging trends in the economy and the labor force today will shape and characterize the work force of the future. Significant among them are: an aging work force; greater numbers of women, minorities and immigrants in the work force; a declining pool of youth; a continuing shift to the service producing sector; and an increasing demand for workers with high skills.

Labor Force Outlook

Today, more than 53 million women age 16 and over comprise 45 percent of the total labor force. Although the labor force will grow more slowly than in the past, there will be 139 million persons in the labor force in the year 2000, an increase of 21 million from 1986. Women, minorities, and immigrants will account for 90 percent of the increase. It is projected that women's share of the labor force will increase to 47 percent in 2000.

Women will be the major source of new entrants into the labor force over the next 13 years. They will account for 63 percent of the net labor force growth or 13.2 million women by 2000. The number of black women will increase by 2.1 million or 16 percent and account for one-tenth of the overall labor force growth.

The number of Hispanic women in the labor force by the year 2000 is projected to reach 5.8 million, an increase of 85 percent. This projected 1986 to 2000 increase is more than that of white and black women's increases combined. Hispanic women will account for about 13 percent of the increase in the total labor force by 2000. In addition, about 1 out of 10 women entrants will be of Asian, American Indian, Alaskan Native, or other descent.

The labor force will be older by the year 2000. While the number of workers between the ages of 20 and 34 will decline by 4.6 million, the number between 45 and 54 will increase by 12.8 million. Half of the women in the labor force will be between the ages

Women in the Labor Force in 1986 and Projected to Year 2000
(Numbers in thousands)

Group	1986	2000	Percent	Change
Total	117,837	138,775	100.0	20,938
Men	65,423	73,136	52.7	7,713
Women	52,414	65,639	47.3	13,225
White	44,585	54,449	39.2	9,864
Black	6,311	8,408	6.1	2,097
Asian, Other*	1,518	2,782	2.0	1,264
Hispanic**	3,128	5,783	4.2	2,655

Source: U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September 1987.

*Includes American Indian, Alaskan Native, Asian, and Pacific Islanders.

**Persons of Hispanic origin may be of any race.

of 35 and 54. This is a shift from 1986 when the majority of women in the labor force were between the ages of 25 and 44. There will be a net increase of workers aged 16 to 19 between 1986 and 2000, but there will be a substantial, immediate (short term) decline in these workers between 1986 and 1995.

Industrial Outlook

The economy has long been and will continue to be dominated by the service producing sector. That sector includes the following industry groups: transportation, communication, and public utilities; wholesale and retail trade; finance, insurance, and real estate; services; and government. The largest component is services which accounted for 30 percent of the total employment of 74.4 million workers in this sector in 1986.

Almost all of the net increase of 21 million jobs between 1986 and 2000 will be in the service producing sector. By that year, 80 percent of all nonfarm wage and salary employment will be in the service producing sector compared with 75 percent in 1986.

The increases in the services sector bode well for the future of working women. In 1986, 40.5 million women, or more than four out of five, were employed in the service producing industries. Women dominated many of the industries where growth is expected to be greatest. For example, women held more than three-fourths of the jobs in the health services industry (including hospitals) and the social services industry.

The ten industries projected to generate the largest number of new wage and salary jobs will account for 45 percent of the net increase in employment from 1986 to 2000. In 1986, women held more than half of the jobs in six of these industries.

Industries Projected to Generate Largest Number of Wage and Salary Jobs, 1986-2000
(Numbers in thousands)

Industry	1986 Employment	New Jobs
Eating and drinking places	5,879	2,471
Offices of health practitioners	1,672	1,375
New and repair construction	4,904	890
Nursing and personal care facilities	1,250	852
Personnel supply services	1,017	832
State and local government education	7,058	784
Machinery and equipment wholesalers	1,445	614
Computer and data processing services	591	613
Grocery stores	2,523	598
Hotels and other lodging places	1,401	574

Source: U. S. Department of labor, Bureau of Labor Statistics, Monthly Labor Review, September 1987.

Occupational Outlook

Women have made great strides in obtaining jobs that require postsecondary education and/or skills training. As recent as 1986, their share of managerial and professional specialty jobs reached 43 percent. Similarly, minority women have moved into higher paying positions but at a slower rate. Over the period between 1983 and 1986, the percent of black women in executive, administrative and managerial jobs increased from 4.9 percent to 6 percent. These trends are important as more jobs of the future will require higher skills.

Of the eleven occupations which are projected to increase by more than 400,000 jobs by 2000, women held more than 80 percent of those jobs in six occupational categories in 1986. These 11 occupations are expected to account for 30 percent of job growth to 2000.

The three broad occupation groups with the most highly trained workers (executive, administrative, and managerial; professional specialty; and technician and related support) will account for 40 percent, or 8 million, of the job growth between 1986 and 2000. In 1986, women held 43.8 percent of such jobs. Black women accounted for 7 percent and Hispanic women 3 percent.

The occupation group with the greatest increase, 5.4 million, is service workers. This job category, dominated by women who accounted for 61 percent of the service jobs in 1986, is within the group of jobs requiring the least skills. Within the group of jobs requiring lower skilled workers, three categories will have declining employment: farming, forestry and fishing; machine setters and operators; and hand workers, including assemblers. Although women held only 16 percent of the jobs in the farming category in 1986, they held 31 percent of the jobs in the other two categories combined.

Occupations with Largest Job Growth, 1986-2000
(Numbers in thousands)

Occupation	1986 Employment Number	1986 Employment % Women	New Jobs
Salespersons, retail	3,579	59.5	1,201
Waiters and waitresses	1,702	85.1	752
Registered nurses	1,406	94.3	612
Janitors, cleaners (including maids and housekeeping cleaners)	2,676	42.7	604
General managers and top executives	2,383	N/A	582
Cashiers	2,165	82.9	575
Truck drivers, light and heavy	2,211	4.3	525
General office clerks	2,361	80.5	462
Food counter, fountain and related workers	1,500	N/A	449
Nursing aides, orderlies and attendants	1,224	90.5	433
Secretaries	3,234	99.0	424

Source: U. S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September 1987.

SOME OCCUPATIONS REMAIN SEGREGATED BY SEX

Certain jobs still tend to be segregated by sex, these Census Bureau rankings confirm. Women 18 years old and older dominate full-time secretarial and clerking professions. But the number of 18 and older male managers counted in the 1980 Census was more than three times the number of female managers. As for older workers - those 35 to 44 - with some graduate work, women still tend to choose the teaching profession while men dominate managing ranks.

Workers 18 years and older

The top 10 occupations of men and women 18 years and older, ranked by percentage of total number of workers:

Women

Occupation	Pctg. Women	Avg. Salary
Secretaries	11.8%	$10,622
Bookkeepers, accountants	4.8%	$10,420
Managers and administrators	4.6%	$13,952
General office clerks	3.6%	$10,160
Registered nurses	3.2%	$14,834
Nursing aides, orderlies	2.7%	$8,433
Assemblers	2.1%	$10,021
Cashiers	1.9%	$8,777
Textile sewing-mach. oper.	1.9%	$7,464
Teachers, elementary	1.7%	$13,411

Men

Occupation	Pctg. Men	Avg. Salary
Managers and administrators	8.3%	$29,686
Supervisors in manufacturing	3.6%	$21,290
Truck drivers, heavy	3.0%	$17,419
Wholesale, retail owners	2.4%	$21,135
Sales - Manufact., wholesale	2.2%	$23,634
Janitors and cleaners	2.1%	$12,130
Farmers	2.0%	$14,076
Auto mechanics	1.7%	$14,443
Machine operators	1.6%	$15,068
Laborers, except construction	1.5%	$13,551

Workers with college education

The top 10 occupations for workers aged 35-44 with 5 or more years of college, ranked by percentage of total number of workers:

Women

Occupation	Pctg. Women	Avg. Salary
Teachers, elementary	15.9%	$16,094
Managers and administrators	6.4%	$20,003
Registered nurses	5.8%	$18,255
Teachers, secondary	5.1%	$16,419
Social workers	4.7%	$16,873
Education administration	4.1%	$19,855
Teachers, post-secondary	3.9%	$19,130
Physicians	3.1%	$41,516
Librarians	3.0%	$16,324
Lawyers	2.3%	$26,319

Men

Occupation	Pctg. Men	Avg. Salary
Managers and administrators	13.4%	$38,915
Lawyers	7.3%	$47,635
Physicians	6.1%	$71,972
Teachers, post-secondary	3.7%	$25,642
Teachers, elementary	3.5%	$20,280
Education administration	3.4%	$25,989
Clergy	2.5%	$14,272
Teachers, secondary	2.5%	$20,446
Accountants, auditors	2.2%	$31,549
Mgrs.: advertising, marketing	2.0%	$38,538

Data from: Census Bureau

Source: USA Today, Wednesday, March 4, 1987

THE MOMMY TRACK: JUGGLING KIDS AND CAREERS IN CORPORATE AMERICA TAKES A CONTROVERSIAL TURN

by Elizabeth Ehrlich

"You are going to miss out at work. Every once in a while it stings."

Anne Keller still hankers for a fast-track marketing job. But full-time work can wait until Cara and Nicholas are both in school. For now, three days a week at Digital Equipment keep Keller in the loop. "I spend Mondays catching up," she says. But the transition between work and home "is hard." Thursdays, she has to "turn it off and get into being a mother." When the kids nap, she calls her office.

On Monday, Tuesday, and Wednesday, Anne Keller, middle manager, revels in corporate life. As a marketing analyst at Digital Equipment Corp.'s worldwide field headquarters in Stowe, Mass., she is a liaison between the company's far-flung sales force and its engineering department. Keller has new-product introductions to follow up on and technical work to review. There are memos and meetings. Deadlines. Day care.

Then it stops. Thursday mornings, as PCs boot up, and fax machines all over America begin to hum, you can find Anne Keller, mom, down at the neighborhood diner. She orders eggs and hash browns for her two children, 16-month-old Nicholas and Cara, 4. After breakfast, it's grocery shopping and play dates. She pours countless drinks of juice and wipes up spills...until Monday morning, when reality shifts again.

Insidious

"I'm neither fish nor fowl," says Keller. But her kind is multiplying. Across the country, female managers and professionals with young families are leaving the fast track for the mommy track. They are searching for new ways to balance career goals and mothering--a human place to stand, if you will, between Superwoman and June Cleaver. Their employers, worried about losing top performers and attracting talented women in years to come, are beginning to help. They are offering alternative work patterns, from flexible hours to job sharing to telecommuting. In the process, they may be changing the nature of work for men and women.

Reshaping work to help a woman raise a family is alien to corporate orthodoxy. To reach the top, many executives have sacrificed their "outside" lives. Managers, often wedded to bureaucratic ways of assigning work and evaluating it, may resist new work styles. But adapt they must. Between now and the end of the century, women will make up 65% of the new entrants into the work force. They will bring more of the skills employers need: Among new graduates, women now account for 13% of all engineers, 39% of all lawyers, and 31% of all MBAs. The choice is clear: either "flex" to accommodate women's needs or lose some of the best women to those who do.

The numbers are small, but employers are moving to protect their investment in top-flight women. In accounting, law, and consulting, part-time options and slower tracks to coveted partnerships are becoming established options. At some of the largest corporations, managers and professionals are experimenting with part-time work. Hundreds of companies let employees begin and end the workday earlier or later than the norm. Telecommuting--staying in touch via phone and modem--has taken off in Southern California, where just getting to work and back can use up three hours a day.

Many women believe they can slow down at work for a few years, get their kids launched, and come back with renewed zest. But even if more corporations accept that notion, the implications are not to everyone's taste. Opponents see something insidious: a mommy track, separate and unequal, that will permanently derail women's careers, making them second-class citizens at work and confirming the prejudices of male executives.

The mommy tracker "puts up a sign: Don't consider me for promotions now," says Betty Lehan Harragan, author of *Games Mother Never Taught You.* Feminists believe that raising children should not be solely a woman's concern. The mommy track, they argue, means giving up the good fight--for social and family changes that would help mothers have full careers while fathers share more nurturing responsibilities.

Felice N. Schwartz has set the controversy boiling. In a recent *Harvard Business Review* article, Schwartz, the founder and president of Catalyst, an advisory group on women's leadership, set out what some see as a justification for second-class treatment of mothers. Employers, she argued, should identify and nurture two separate groups. Treat high-potential "career-primary" women, most of whom will be childless, just as if they were talented men. Then help "career-and-family" women be productive--but probably not upwardly mobile--by supporting their need for child care and flexible hours.

"The high-performing woman who does want to participate in the rearing of her children and is willing to trade off some career growth and remuneration for the freedom to do so will be happy at middle management for a significant period of her life," Schwartz says. She insists that having talented, committed women at those levels--working and not competing--"will also serve to upgrade middle management."

The notion of two classes of corporate women, only one of which makes it to the top, doesn't sit well with Faith A. Wohl, a director of employee relations at Du Pont Co. "I'm not sure we should honor lack of family as a criterion and value women who are willing to put it aside," says Wohl. She argues that in this day of two-earner households, with more fathers taking responsibility for home and children, the nature of corporate careers has to change for everyone. Du Pont is trying to remold its culture along these lines, says Wohl. "Do we need as many relocations as we've always thought, for example? Can a person have a period of part-time work--and still be considered for promotions?"

Equity, not mommy tracks, should be the goal, says Wohl. Critics also see favoritism: So far, most companies make such special arrangements only for a few, highly valued managers and professionals. Indeed, many companies refuse to publicize their policies for this reason.

There is no question that good child care, decent maternity leave, and partners who pull their weight at home are essential for working mothers and wives. Social support for single parents is more critical still. But there are other issues: time, which is finite, and the emotional pull of parenthood, which is not. And a woman's expectations of what it means to be a good mother are highly individual and can't always be separated from her own upbringing. The result can be conflict.

Consider Katie Glockner, 31. A brand manager at Quaker Oats Co., she barely missed a beat at work when her son Thaddeus G. Seymour Jr.--T.G. for short--was born in 1986. But by the following year, Glockner had had enough of long hours and weekends. She asked to go part-time. "I loved my job. I was always career-oriented. But I had forgotten the fact that you fall in love with these little people, and I didn't feel comfortable giving up so much of the care," Glockner says.

More Mature

Chicago-based Quaker had moved a few women from line to staff positions in the past, cutting their hours on the way, but a part-time brand manager? "I was the guinea pig," says Glockner. Quaker turned her request into a pilot program. She worked with higher-ups to set objectives. There were quarterly reviews. Personnel documented everything. Now, Glockner tends fewer brands and makes less money, but she has Mondays and Fridays free for T.G. Two other brand managers have followed her lead.

Role-conflict blues never bothered Margaret M. Hovell, a director in the personal systems line of business at IBM, in White Plains, N.Y. "I tell the children one of the things mommy likes to do is work. That has gone over very well," she says. Hovell joined IBM as a programmer right out of college in 1963. She followed a classic career path of transfers and new assignments. She waited until age 38 to start a family, taking the standard maternity leave after each of her two kids was born. Away from home 11 hours a day, she manages well--thanks to a live-in nanny and a paragon of a husband who "also give 100%."

But in 1986, there was one little problem. "My son needed his mother as he entered school," Hovell says. After 23 years with the company, she gave up her senior-level job as a divisional director of information systems and took a leave of absence for 18 months. Such departures may soon be more common: IBM recently announced that it will offer all employees up to three years of personal leave with paid benefits and a job when they come back. The "quintessential fast track," says Hovell, "has given way to a much more mature and balanced view."

In 1985, Christina Ling, 38, left the corporate world after she and her husband, a city planner, spent three years juggling sitters. A former manager of financial planning and analysis at SmithKline Beckman Corp.'s Allergan Inc. division, Ling--who used to do grocery shopping on her lunch breaks--reflects: "I knew I couldn't keep working nights and weekends and seeing my child 45 minutes a day just to get the positions I wanted before."

Changing Priorities

It's not that most women in management and professions are bailing out. Many view work as an integral part of their identities, just as men do. And most must work to maintain a certain standard of living. In fact, women with highly paid jobs and good benefits are more likely than others to return to work after giving birth.

Ling, however, now is running a home-based business--a well-trodden "outside" route for ambitious women. Still, it's second-best. "I want to return to a corporate job but without getting back into that rat race again," she says. "I think I could only make a three-quarter commitment."

As the new demographics force change, even the old prejudice against rehiring corporate dropouts is fading away. In 1982, Corning Glass Works lost Bonnie L. Milliman, a 26-year-old engineering supervisor. A new mother, Milliman balked at returning to 50-to-70 hour weeks overseeing 15 engineers, so she quit. "I knew I'd be splitting my priorities too often," she recalls.

Eventually, priorities changed at Corning. In 1986, a company survey revealed that women were not becoming top managers and that they were twice as likely to leave as men. Just replacing them cost more than $2 million a year. Corning's isolated location in upstate New York was a factor, but its maximum-devotion work ethic made things worse. "A new mother was really kind of stuck," says human resources head Thomas E. Blumer. Now Corning offers all salaried employees the option of working part-time or flexible hours. Twenty-five women signed on in the program's first year.

Milliman, now the mother of two girls, aged 7 and 4, was lured back to Corning in 1987. She is a project engineer, at the same level as the job she left, but she works only two days a week. Her husband, Bruce, is manager of office systems at Corning, and she is completing an executive MBA at Syracuse University, at company expense. "When she left us, she was touted as a high-potential, senior-level manager." says Blumer. "Hopefully, she still can be."

Can she? That question is at the heart of the mommy-track debate. On one side, is Catalyst's Felice Schwartz, who argues that a few years on the slow boat shouldn't matter. Even if a female manager drops out for five years when her children are small, argues Schwartz, she would work 38 years as opposed to the typical man's 43 years--a barely perceptible difference. Indeed, a mother with school-aged children tends to be the most stable employee of all, says executive mobility expert Eugene Jennings at Michigan State University. "She's already gone through a lot of what causes women to leave," he explains.

Pacific Telesis Group, a company that has a tradition of lifetime employment--and a work force that's half female--takes the long view. "In the course of 32 years, an absence of two or three years is not the end of the world, and it's fairly common," says Jim R. Moberg, executive vice-president of human resources. "These people are going to be with us for a long time. I can't imagine being so rigid that you didn't understand that."

At Pacific Telesis, extended leaves of absence are more common than part-time jobs for managers. Still, after her first child was born in 1982 and her maternity leave was over, Linda E. Chinn arranged for eight months of part-time work. That helped her reorganize herself as a working mother for the long haul, she says.

'Martyr Syndrome'

But Chinn, now an assistant vice-president for finance, felt that continuing part-time work would compromise her future. She chose instead what she calls "the martyr syndrome," returning to 12-hour workdays, which she sometimes starts at 5 a.m. to have evenings at home. Chinn's husband, an emergency-room physician, works long hours, too. "My challenge is to demonstrate that women can be women and be mothers and make it into the executive ranks," says Chinn.

And there's the rub. Baby-boom women who entered the work force 10 to 20 years ago are approaching their 40s--exactly when their male peers are making the big push into senior positions. Add to that the so-called glass ceiling--a cultural barrier many believe keeps women from the top. "First of all, a woman's going to have a harder time because the playing field's not level. The second issue is that she wants to take a few years off," says Mary Anne Devanna, who directs executive education at Columbia University's business school. "I think you'd be better off if you had your kids at 21, got them into school, and then went to work. If you want to be chairman of the board, your mid-30s are critical," Devanna maintains.

Only about 2% of corporate officers at major public companies are women. About 60% of top female executives do not have children, while 95% of the men do. The message seems clear: If you're a mother, don't bother.

Daddy Track

Men who make it to the upper ranks have done so by relying on their wives to raise the kids and take full responsibility at home. A fast-track woman with an equally ambitious mate gets caught in a time and energy crunch, even if both parents are equal partners at home. "I really think somebody has to cut back when the kids are small," says Gail Deegan, mother of five- and seven-year-old sons, and chief financial officer of Eastern Gas & Fuel Associates in Weston, Mass. True, a full-time housekeeper gets dinner on her family's table. But her husband, William R. Huddleston, a clinical psychologist, also has reduced his sessions with clients to 20 hours a week at home. You might say he's on the daddy track.

Few men have been willing to buck cultural norms to that degree. And that leads some critics to believe that men will simply leave the mommy trackers in the dust. "In most organizations, the mommy track is a millstone around your neck," says Richard Belous, an economist at the National Planning Assn. In his recent study of 50 management and professional women who went part-time, Belous had to promise anonymity: Participants were nervous that just identifying themselves could hurt their careers. "CEOs and rainmakers don't come out of the mommy track," he warns. "if you go part-time, you're signaling to your employer you're on the B-team."

Sometimes work places make that message explicit. At some elite law firms and Big Eight accounting firms, "permanent associate" jobs have been designed to halt the exodus of those who fail to make partner--and to accommodate women's needs. The new positions are more secure than the all-or-nothing gamble of traditional partnership tracks, and there's nothing to stop men from applying. But such jobs can relegate women to the least interesting cases and the fringes of power. Partners, of course, also earn far more.

But Miriam V. Gold, 39, a division counsel at the U.S. headquarters of Ciba-Geigy Corp., insists she "really wasn't penalized" for her mommy-track years. An attorney and mother of three, Gold started at Ciba in 1977, cut her hours to three days a week in

1981, and recently returned full-time--for a promotion. As counsel to three large divisions and an operating unit, she works at home one day a week. Similar deals have been cut for only six Ciba managers--top performers whom the company didn't want to lose. "Miriam Gold is an exceptional lawyer," say Stanton Goldberg, Ciba's human resources director. Such arrangements, he believes, "should be restricted to high-quality employees."

Most companies also say that flexible schedules must be custom-tailored to work well. Some tasks can be done partly at home. Others may allow a shorter workday. Quite a few positions lend themselves to job sharing. At office-furniture maker Steelcase Inc., two women are sharing a dealer service representative job. They split salary, vacation, and benefits, working alternate weeks. Managers like the way job-sharing cuts down on absenteeism and helps fill the gaps during vacation time.

New Yardsticks

There is a general agreement that jobs that can be done on a project basis are best suited to mommy tracks. Information-based jobs, where the files and the referencing system are stored in someone's head, are a lot tougher. And the consensus is that managing people cannot be done well at all. That's bad news for women, since corporations have traditionally measured career progress by how many bodies inhabit one's fiefdom.

This yardstick may now be outmoded, though. Downsizing has flattened many work organizations, with more people managing projects than supervising people. And even people managers often handle more than one department or delegate responsibility when they travel, which suggests that these functions can be segmented or shared. "What's the difference whether you're in Cleveland or at home with your family?" asks Corning's Blumer.

Moreover, an individual whose life is narrowly focused on work may not be the best manager of people, particularly in a time of growing work force diversity. Women's socialization, on the other hand, is precisely about getting along with other people. "When you're a mother or a father, you have to get everybody going in a constructive direction every morning. You have to have a sense of humor and keep your cool. Those things are very helpful in business life," says Ellen R. Gordon, who has four grown daughters and is president of $114 million Tootsie Roll Corp.

Male-dominated institutions have never valued these skills. But as companies live with more women managers, they will have to examine the values they do hold. The question, really, is whether mommy trackers lose critical experiences and competence--or whether they simply break the organization's cherished rules.

Given the opportunity to experiment, managers may come up with their own solutions. Last year, NCNB Corp., a bank holding company based in Charlotte, N.C., made an extraordinary offer to accommodate family needs with flexible schedules for each of its 14,000 employees. No men have applied. But Vice-President Patricia Goolsby, 39, who oversees corporate cash management services, jumped at the chance.

She reorganized her 11-person staff into independent teams so that they would not need constant access to their boss. Goolsby began leaving at noon on Thursdays and Fridays. That gave her time to get her daughters, ages 5 and 8, to Girl Scouts and dance classes, and to volunteer tutor the older girl's classmates in math. She must sometimes put in extra hours, but only after the kids are asleep. NCNB's program "is going to give us a clear recruiting edge," says career development director Karen Geiger. "Other companies are starting to do it, because they know we'll take their people."

The new work styles have their problems. Part-time professionals often find the hours stretching into full-time and are less likely to get "invaluable" sponsorship from higher-ups. Working at home is no panacea either: Even with a computer in your den, you still need a baby-sitter. It's hard to be all business when your child gets on the phone with a client and says anything from "'the washing machine's overflowing' to 'I have diarrhea,'" adds Claudia Wyatt, who takes calls at home two days a week as a Chicago consultant (no relation) at Wyatt Co.

That just might be what the future will look like. For there is another side to the demographics that are reshaping the world of work. The 1980s saw the ethic of long hours escalate in corporations and professions, partly because the baby-boom generation was competing for career advancement.

As the boomers age, more men as well as women may trade the next rung on the ladder for other rewards--more time, the ability to try something new, or a better quality of life. The challenge for companies is to provide flexibility and a rainbow of options so both men and women can raise their families as they see fit and still contribute.

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Issues for Men in a Changing Workforce

THE RELUCTANT FATHER

by Evan Thomas with Pat Wingert in Washington, Patricia King in Chicago, Nonny Abbott in Houston and Jeanne Gordon in Los Angeles.

Dad didn't ask for his new role. It just kind of fell into his lap.

David Ross is trying. The 38-year-old Los Angeles lawyer was away a lot while his first child, six-year-old Daniela, was an infant, and he doesn't want to make the same mistake with eight-month-old Alexandra. "I try as much as I can to be with the kids," he says, though his wife, Soraya, awards him a less-than-perfect performance rating. "He gets bored with them," she says. "That's not true," protests David. "I enjoy it." "You enjoy it," says Soraya, "but you have to be reminded." Confesses Ross: "I think taking care of a baby is a hard job. It's hard to clean up a kid and feed him six times a day. I never thought of it as something fun."

Robert Razowsky, 32, changes diapers, bathes his son and gets up for night feedings. He once dutifully went to a Dad's Sunday at his son's Moms and Tots class. But the gas-station owner from suburban Chicago is more likely to be found at a Bears game on weekends, and he suspects that a lot of his friends would also rather go to a ball game than bond with their kids. "If I had to take care of children 50-50, would I still want them?" he asks. "I don't know."

The modern father. His wife probably thinks he doesn't do enough. His boss probably thinks he takes this "kid thing" too far. His parents think he looks a little odd cleaning house and changing diapers. And the father himself? He may not be at all sure what kind of a father he wants to be.

Most fathers have become reluctant warriors in a social revolution. Now that even the most traditional women are going off to work, the pressure is on dad to help more--if not share equally--on the home front. He is supposed to be the new sensitive man, caring and warm. Yet most men were raised to succeed at work, not at home. When his role as breadwinner is undermined, often his ego is too. A father may not think he's very good at child rearing; lacking a proper role model, he may be right.

Is Mr. Mom a myth? Yes, says Glen Palm, professor of child and family studies at St. Cloud State University in Minnesota. "We've been wanting to put men on an equal plane too quickly. There are very, very few men who belong there." Most men know they ought to do more to raise their children, but that doesn't mean they really want to. If it's hard for the new woman to "have it all," it's just as hard for the new man to be the close, caring father his own father probably never was.

Men do pitch in at home more than their fathers did, but still not nearly as much as their wives. Most studies show that women do two or three times as much housework and child rearing as their husbands. When men do play an equal role, they often avoid the drudgery of housework. "Men are helping out more, but they take the fun jobs. Cooking or giving a bath is a lot more fun than vacuuming," says Darla Miller, director of child care and development at North Harris County College in Texas. Admits one father, Houston investment banker Bruce Galpert: "I take my son Matthew to the park or out bicycling so that Celeste (his wife) can clean the house."

Government and business are slowly moving to make it easier for men to share the load. Even the macho Los Angeles Fire Department now permits men to bring babies to the fire station. Six states (Minnesota, Rhode Island, Connecticut, Maine, Wisconsin and Oregon) have passed laws requiring employers to give both mother and father time off when they have a new baby or seriously ill child. Congress narrowly failed to pass a similar bill this fall; the legislation is expected to pass next year.

But will men take the time off when it's offered? Some companies do report an increase in male employees requesting benefits that will allow them to spend more time with their children. Studies of 6,600 Du Pont workers showed a doubling of men's interest in flexible work schedules. In 1985, for instance, only 18 percent said they wanted the option of part-time work to allow them to stay at home with the kids. This year 33 percent did. Still, men who stay at home for more than a week or so are in the minority. A 1986 study of 384 companies showed that while more than a third of the businesses offered unpaid paternity leave, only a handful of men took the leave.

Peer-group pressure has a lot to do with it. "They don't see other men asking for time off, and they don't think the culture sanctions it," says James Levine, director of the Fatherhood Project at the Bank Street College of Education in New York City. Another part of men's intransigence is purely economic: men on average still make more money than women. "Typically the father gets put to work because that's where his time can be most efficiently spent," says Professor Palm. "Until women's pay is equal to men's, they won't have an equal opportunity to develop parenting skills."

Family Duty

Not surprisingly, when it comes to chores like changing diapers, many men are all thumbs, simply because they never received the child-care training many women get as teenagers. By the time a man becomes a father, "he probably has never baby-sat," says Yale psychologist Kyle Pruett. "He didn't read Dr. Spock, he probably doesn't think he can bathe a baby without hurting it." Most young fathers today grew up before women's liberation, back when their own fathers still felt their family duty was to bring home a paycheck and maybe take out the garbage. "My father looks at me with a little bit of a crossed eye," says George Berg, an accounts manager from St. Cloud, Minn. "He probably thinks I'm a wimp and that my wife has too much influence." Fathers often feel like inept sluggards around the house, Michael Tiller, 35, of St. Louis recalls feeding his daughter a meal of peas as her first solid food. "She acted like her mouth was full of live fire ants," he recalls. His wife suggested sweet potatoes. It worked. "She didn't read that in a book," says Tiller. "She knew that and I didn't." Feeding skills aside, fathers feel clumsy emotionally as well. "These are guys who grew up under the old order of masculinity: the sturdy oak, the silent male," says Ronald Levant, author of a soon-to-be-published book on parenting, "Father's Day '89." "They were told big boys don't cry. In athletics they were told to play with pain. There was a prohibition against sad, fearful, vulnerable feelings."

Some fathers are downright angry about having to get involved. Studies show that marriages are more volatile when the father is forced to help around the house because the mother has taken a job. A Penn State study that followed blue-collar newlyweds for three years found that fathers in dual-earner marriages quarreled with their wives more than fathers in single-earner families. Mothers, meanwhile, sometimes feel threatened by a challenge to their role and reinforce the husband's role as odd man out by treating him like an employee. "Mothers tend to be the experts. There is a natural tendency for the mothers to take over," says Palm. "It's hard for the father to build confidence in himself as a parent." In a recent Parenting magazine survey, 64 percent of the fathers said mother knows best about daily child care. Only 1 percent said father knows best. Even when dad is involved, kids often naturally run to mother. " It drives me crazy sometimes," says Berg, a father of two. "It hurts a lot."

Still, there's no substitute for the kind of parenting a father can provide. Studies indicate that babies are more aware of their fathers than previously thought. Fathers tend to be more playful and physical than mothers. They encourage their children to be more persistent at tasks and to take more risks. And while highly masculine fathers don't necessarily raise highly masculine sons, research now suggests that girls whose fathers encouraged them to be athletic and competitive are more likely to be high achievers in later life.

Fathers, too, get caught in debate over "quality" versus "quantity" time. "Being there more doesn't mean you're a better dad," warns Michael Lamb, a psychologist at the National Institute of Child Health and Human Development, "especially if you're being forced into a role you're not comfortable with." Often it's the children themselves who help the modern dad become secure in his new role. "It turns out there's no big secret to mothering," says Goldenberg of UCLA. Echoes Pruett of Yale: "Babies have the capacity to show fathers how to nurture them." The key is hands-on experience: fathering improves with practice. When Pruett studies fathers who unexpectedly became their child's primary caregiver, he expected to find a high degree of resentment. But by the end of a year, he says, "I couldn't tell the difference between these and (children in traditional) families. Over time, the child wormed its way into the emotional life of the father, made the father feel valued, and these men became real father junkies." Some men want to be better fathers precisely because their own fathers were so remote. In the "fatherhood" classes he conducted, Ronald Levant says that by the second session, men invariably said, "I never knew my dad. He was gone before I got up, and when he came home he watched TV. I don't want it to be like that for me and my children." Sheer necessity will force more men to get to know their children. In 1950 only about 10 percent of mothers with small infants worked. Today more than half do. Still, it won't be easy for fathers to feel natural as caregivers until society regards them that way. "When men do become house husbands, we don't take them seriously. We still say, 'Aren't you cute?'" says Marie Oser, former vice president of Child, Inc., in Austin, Texas. When Kevin Davis takes care of his kids on the weekend, his friends sometimes say, "Oh, you're baby-sitting." No I'm not," he replies. "I'm being their father."

Father Facts

74% say they should share child-care chores equally with the mother.

Only 13% do share child-care chores equally with the mother.

36% experience "a lot of stress" balancing home and work.

Hours spent on home/child chores each week: 27.4 (mothers: 43.9).

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CONFESSIONS OF DOMESTIC MEN

by Betty Holcomb

When David Lutwin tried to enroll himself and his two-year-old son, Michael, in a swim class for toddlers on Long Island, he was startled by the reception at his local recreation center. In icy tones, the secretary taking applications told him the class was "for mothers only." When he persisted, she blurted out that the center had "one locker room." Both she and her supervisor insisted Lutwin's wife sign up instead.

Patient at first, he explained that his wife worked and he was in charge of Michael. As the secretary and supervisor got more hostile, Lutwin demanded to see the center's director and pointed out that he might have grounds for a sex-discrimination case. Only after that threat, and a solemn promise not to invade the women's locker room, was he finally admitted to the swim class.

That experience and several similar ones prompted Lutwin, then a Ph.D. candidate at Columbia University School of Social Work, to focus his research on househusbands. Published this summer, his study is believed to be the first of its kind. It takes an in-depth look at 56 full-time male homemakers and the changes they had to go through to succeed as dads in a mom's world.

The fathers he studies, and others interviewed by Ms., stayed home for a variety of reasons. Some were laid off their jobs. Others wanted a break to rethink career options. A few sought the opportunity to get to know their children better. For most of these fathers, the experience was temporary and served as a transition between careers, yet almost all say the experience changed them and their family life permanently. It was a chance to walk in a woman's shoes, and to learn what it's like to meet demands placed on the "opposite sex."

Few of these men were radicals out to challenge social conventions, yet they quickly learned it's not so easy for a man to exchange a paycheck for an apron. In fact, Lutwin, in his research, has discovered that men have to pass through five stages before they feel comfortable as full-time homemakers. First, with no job description and only a few (if any) role models, they have to define their new job: just what is a man at home supposed to do? Next, they have to make the painful break from that traditional bastion of male identity, the nine-to-five job. Third comes mastering homemaking itself--learning the skills necessary to run a household and raise children. Reckoning with the isolation comes next. And finally, they have to resolve marital stresses that are generated by the role swap. These stresses can be caused by mundane issues, such as deciding who should do the housework, or by deep-seated identity problems in either the husband (who doubts his masculinity and self-worth) or the wife (who worries that her role as mother is being usurped).

Here, then, are five men who were able to make this role switch work.

Tom McDermott, 37, Bayside, New York.
Data Processor. Wife: bookkeeper.

"I stayed home for ten years. There's definitely isolation, a feeling that you're cut off from things. I imagine if you're a woman, you have a network, women who do the same things. Being a male makes it very difficult. Going to the parks, I wasn't included in their circle--somehow women feel you're going to make a hit on them. I tried going to the corner bar, but it was more depressing than watching the soap operas. I started reading, and I read about three books a week. For a while, I'd do the wash all the time, just to fill up the time. As soon as something was off the girls' backs, it was in the wash.

"Before I stayed home, I thought my wife was becoming a very boring person. Her whole conversation was diapers and rashes. I'd come home with 18,000 things on my mind, and she'd be telling me about the children, what went on all day. I couldn't listen. Now I'm the one who talks about soap operas and the kids."

Joe Zarba. 33, Brooklyn, New York.
Teacher. Wife: School administrator.

"I had wanted to do this for a long time. I really wanted and welcomed it. Everything was like an adventure. If I had had any reservations about staying home, it could have been really stressful.

"My mother was definitely bothered. She was very uptight, very angry. She yelled and screamed. She said, 'You're crazy, you have no job. The baby's going to end up in an orphanage. You're going to wind up without a place to live.' She would call up all the time and try to tell me things to do, and ask what was going on. She would want to know if I knew what to do in a certain situation. After a while, I would just call her back and tell her what she wanted to hear, so she could give me advice. I'd tell her, 'Zachary just broke his arm,' or 'Zachary just fell out the window.' That was what she expected. My brothers-in-law were off the wall. It was hard to even talk to them. There was all this innuendo about me, about my masculinity. They never said anything directly, but I could feel it.

"My wife used to call me up, two, three times a day, minimal, the first few months, especially when Zach was supposed to be fed, or when he was supposed to have his nap. It was pretty much on the routine when she knew he would be defecating, to make sure I was changing his diapers. Of course, that had already been taken care of, but it took her a while to learn that."

Scott Scherer, 31, Queens, New York
Teacher's aide. Wife: paralegal and law student.

"The biggest surprise was the reaction of my friends, the guys I grew up with. One of them took me aside at a party and said, 'You know, I'll never understand you. Here you are with no ambition, no goals in life. How could you be content with nothing to strive for?' It came to a point when I said I didn't want to talk to them. The times we got together, I would come home very depressed. They'd be talking business; I'd be talking kids. I just started calling up other people, people I hadn't talked to since high school. I guess I was looking for people to validate my life and say it was okay. It was a hard time."

"I suppose the biggest benefit was my change in attitude. I guess my self-image hadn't been very good. I got more confident. I hadn't considered myself a very masculine guy. I had this macho image of men and I didn't fit into it. I honestly believed I was a very weak person. I'd get squeamish at the sight of blood. There were many crises with the kids. One of the biggest was the time Leah, my wife, slammed the car door on Aliza's hand. Leah freaked out, but I came around, picked up Aliza, took her inside and ran cold water over her hand. Nothing was broken. I never knew I could handle things like that before. I learned I could take control. All of a sudden, I was in charge of the house and a kid and a wife and planning for another kid--and everything went smoothly.

"I was the one who wanted the second baby. Leah had already stayed home and didn't want to again. I had loved working. I had worked for years. If it weren't for Leah, I wouldn't have stayed home. It wasn't just being close to the children. We would have been close anyway. The relationship between Leah and me improved. I like the person she had been. But she had never gotten to fulfill the person she is until I was home.

Jerry McCarty, 45, Denver, Colorado
Writer. Wife: public information director.

"I kind of felt like a lot of housewives. I'd hear about my wife's successes when she came home, and I wasn't getting any positive feedback of my own. I wasn't meeting any new people. I missed having adult relationships. If the water meter reader came by, I would run out and start a conversation. I had the worst case of cabin fever the first winter."

"The worst time was when I accompanied my wife to a convention in San Diego, with a delegation of people from here, and I was the spouse. You're kind of expected to stay in the background, and that's difficult for me. The first couple of days it was a real comedy of errors. I was such a failure at the whole thing, until I learned this is her arena, not mine. I couldn't accept that at first. When I see Nancy Reagan smiling serenely behind Ronnie, I always think of San Diego."

Don Demers, 32, Weirton, West Virginia
Industrial engineer. Wife: doctor.

"I stayed home for four years. Before that I was a typical briefcase-carrying male. It was damn tough at first to quit working. It was a slow evolution for me. You slowly melt that identity like a shell of ice. It doesn't happen all of a sudden. It's a slow, painful process."

"I think a mental set goes along with staying home, and it's not biological. It's the role, the homemaking role. I'm more emotional by far than I was years before. I'm a warmer person. Dealing with kids forces you to interact on a more emotional level. When I worked, I looked at how I could influence people to get what I wanted, what was in it for me. Now I'm not as self-centered. I take other people's feelings much more into account. I'm infinitely more patient. Women are thought to be more loving, more emotional, more interested in the advancement of others. Now that description fits me."

"My biggest personal problem--my biggest emotional letdown--was when I realized I had completely supplanted my own career goals with my wife's. When she put on her white coat, it was great for her, but there was not a whole lot there for me. I felt empty. I learned you have to keep a small part of your career sense, even at home. You should always keep something for yourself. Not for the kids, not for the wife, but for you. You should keep one thing that is exclusively yours."

Ms., October 1982. Reprinted with permission.

Assignments

JOURNAL ASSIGNMENT

Three of the major objectives of this course are to (1) examine how our environment has shaped our own attitudes and behavior; (2) review existing sex role expectations and their social and economic impact on people, particularly in the work place; and (3) to identify trends in business and industry that support the need for gender equity.

Experience has shown that one of the best ways to achieve the objectives is to ask workshop participants to keep a journal of their experiences and observations for the duration of the course. Ideally, it should be kept on a daily basis and reflect observations and experiences that occur during each class session, as well as your life between each session. At a minimum it should address the following:

1. Starting with Unit 1, you should begin noting attitudes and practices that (a) encourage sex equity and (b) those that perpetuate sex bias. By the end of Unit 5 (last class session) you should have noted at least ten examples of (a) and (b). This section of the journal should also include at least five distinct examples of how you personally acted to shed light upon or addressed (b) items, e.g., (do not use this example in your journal):

   > "I have become aware of how language subtly affects people. I used to think nothing of referring to the secretaries in our office as 'girls' - in fact I thought they considered it a compliment. I've started to address them in the same manner as they address me. Calling them 'girls' is actually a subtle way of keeping them at a lower status than myself. They are adults and vital members of our staff and should be treated as such."

2. Between Units 2 and 3, interview the following: A pink collar worker in your community who is the primary wage earner for her family, and a male nontraditional worker. Be sure to describe in your journal their views on work, family life, and economic situation. What issues did this interview raise for you related to equity, work, and vocational education? How might your colleagues benefit from your findings? What action might you take to further the thinking of yourself and others relative to the feminization of poverty (for pink collar worker), or the benefits and problems of male nontraditional workers?

3. List and document at least five trends in business and industry that support the need to achieve gender equity.

INDIVIDUAL PROJECT ASSIGNMENT
GENDER EQUITY IN VOCATIONAL EDUCATION

This project has two major purposes. It will help you to identify policies, practices and attitudes that foster sex equity in vocational education. Secondly, it will give you an opportunity to clearly state the positive results that addressing sex equity can have on students and staff. At a minimum, you should:

1. describe the problem your project is designed to address

2. state the action steps you will take to address or illuminate the problem

3. complete the first action step

You are encouraged to develop your own project. Check with your instructor(s) before proceeding. Listed below are four suggestions of acceptable projects.

The first action step is underlined.

For instructors

1. Survey the students in your program for their attitudes, behavior and knowledge with respect to sex equity. Make the survey relevant to your occupational area. Summarize the results and describe the actions you will take based on the results.

For counselors

2. Develop and pilot test, implement and analyze a survey on nontraditional students or returning adult students to find out what helps them succeed in programs, and what problems they confront that may warrant further attention. Be sure that you include questions related to sex bias and sex equity.

For administrators

3. Develop a two-hour inservice training package on sex equity issues that relate specifically to Administrative Support Staff.

4. Develop short public service announcements, brochures or posters that define the issues and promote sex equity. Distribute widely.

EQUITY ISSUES STUDY GROUPS: SUGGESTED TOPICS AND ASSIGNMENTS

Using resources your instructors provided and any other sources you may discover, identify and discuss at least one of the topics listed below in small groups during sessions 3 and 4. During session 5, you will be expected to submit a one page paper and to do a presentation describing the following:

- What the issue is
- Positions people take on the issue
- How it relates to vocational education
- What you learned

Suggested topics

Comparable Worth and Occupational Segregation
Family Violence and Its Relationship to Sex Bias
Stereotyping in the Media
Impact of Technology on Office Jobs - Implications for Sex Equity
Changing Nature of Agribusiness - Implications for Sex Equity
Work in the Home and Technology - Implications for Sex Equity
Computerization/Robotization of Factory Work - Implications for Sex Equity
The Growth Of Service Industries - Implications for Sex Equity
Health Hazards in the Computer Age - Implications for Sex Equity
Non-Sexist Counseling
Racial Harassment
Affirmative Action
The Influence of Sex Role Socialization on Career Choices
Impact of Sex Bias on Men - Implications for Vocational Education
Union Positions and Policies Relative to Sex Equity (could include Nine to Five and Coalition of Labor Women)
The Women's Movement - Past and Present
Recruitment/Motivational Strategies for Encouraging Nontraditional Enrollment
Strategies to Deal with Encounters of Unequal Power and Consensual Relationship
Cross Cultural Sex Role Stereotyping
Age Discrimination
Disability Discrimination
Cultural Discrimination
Management Styles
Women in Managerial Roles - Percent Comparison of Women Managers to Women in Labor Force

Gender Bias and Sex Role Stereotyping

Unit 2

Unit 2 *GENDER BIAS AND SEX ROLE STEREOTYPING*

Objectives	Content	Teaching Strategies	Resources
Have working definitions of sex roles and sexism	Definition of terms Sex-role socialization	Instructor-developed lecture on most recent research and its implications Review of articles and handouts, role play, cooperative learning (state case and let group be the jury) Activities	• Articles and handouts • Activities from *Beyond Sex Roles** • Cartoon Activity • Video recommended:** *Free to Be You and Me*
Understand the negative effects of stereotyping on women	Impact of stereotypes on self-esteem, personal relationships, career choices	Handouts, discussion	• Articles, handouts • Video recommended:** *Killing Us Softly*
Understand the negative effects of stereotyping on men	Impact of stereotypes on competitiveness, personal relationships, career choices	Handouts, discussion	• Articles, handouts • Videos recommended:** *Stale Roles and Tight Buns* *Man Oh Man* *Men's Lives* *Heroes and Strangers*
Understand how stereotyping effects career choices.	Definition of "non-traditional occupations" (NTO's); advantages of NTO's	Discussion	• Articles, handouts • Survey of Women's Attitudes About Careers

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*Text ***Beyond Sex Roles—Second Edition***, Sargent, Alice G., 1986. Includes research and class activities. Available at no charge to instructors; call and request an examination copy, which will be yours to keep. West Publications Co., St. Paul, MN 55164, (612) 228-2500.

**Videos described in Appendix.

Unit 2 *GENDER BIAS AND SEX ROLE STEREOTYPING* (continued)

Objectives	Content	Teaching Strategies	Resources
			• Videos recommended:** *Building Lives* *Choices* *Go For It!* *Trade Secrets*
Classroom experience and observations (Journal Activity)	Follow-up on Journal Assignments	Share journaling progress	• Articles, handouts, and activities included in unit
Gender equity issues or concepts not covered in the curriculum or expand on those that have been covered	Select equity issues for Study Group Project and identify groups	Finalize study groups and topic assignments for research and presentation	• Group Project Instruction handout • Instructor prepared bibliographies on topics for group study
Class member's selection of individual project activities to identify policies, practices, and attitudes which foster sex equity in vocational education	Identify Gender Equity Individual projects	Review Individual Project Instruction handout	• Individual Project Instruction handout
(For Course Expansion) Explore other forms and sources of discrimination, bias, and stereotyping	Impact of forms of discrimination, bias, and stereotyping relating to religion, age, color, disability handicap, national origin, sexual orientation, and ancestry		

** Videos described in Appendix

Unit 2 Suggestions for the Instructor

- This unit covers the impact of gender bias, sex role stereotyping, and gender discrimination.

- Depending on class size, you may want to conduct the cartoon activity in small groups that report back to the class as a whole. Experience indicates that this activity will take about 45 minutes.

- Ask students to share insights and observations from their journals. Be sure to distinguish observations about gender affirmative behavior from those that indicate gender bias, stereotyping or discrimination.

- Confirm the course assignments for the Study Group project and the Individual project. The size of your class should determine the size of the study groups. You may want to add or delete topics suggested for this assignment. It will be helpful to your students if you prepare bibliographies addressing the topics.

- The date of some resource articles may suggest they should be replaced with more current information. However, a particular article may actually be the best information on the subject at hand or the only information available from our sources.

- Encourage participants to bring to class items exhibiting gender equity and gender bias that can be displayed on a bulletin board and/or circulated in class.

- At the end of each session/unit, remember to distribute articles and activities pertinent to the next session/unit, which should contribute to class time efficiency, give people more time to process the information, and facilitate more effective class discussions.

Overview and Definitions

GOALS

Short Range

To accept more flexible attitudes toward gender roles and to pass them on to our children.

To recognize that we are human beings first, and then male and female; to understand that activities, skills and preferences are individual, not determined by gender.

Long Range

To have multiple options for both men and women, rather than stereotyped roles for either gender.

QUOTABLE QUOTES

"Man's work lasts till set of sun; Woman's work is never done." --Unknown

"A wise woman is twice a fool." --Erasmus

"A man in general is better pleased when he has a good dinner than when his wife talks Greek." --Samuel Johnson

"The woman's fundamental status is that of her husband's wife, the mother of his children." --Talcott Parsons

"If a woman grows weary and at last dies from childbearing, it matter not. Let her only die from bearing, she is there to do it." --Martin Luther

"To be beautiful is enough! If a woman can do that well, who shall demand more from her? You don't want a rose to sing." --Thackeray

"Man for the field and woman for the hearth:
Man for the sword and for the needle she:
Man with the head and woman with the heart:
Man to command and woman to obey:
All else is confusion." --Alfred, Lord Tennyson

"Nature intended women to be our slaves...they are our property; we are not theirs. They belong to us, just as a tree that bears fruit belongs to the gardener. What a mad idea to demand equality for women!...Women are nothing but machines for producing children." --Napoleon Bonaparte

"Women should receive a higher education, not in order to become doctors, lawyers, or professors, but to rear their offspring to be valuable human beings." --Alexis Carrel

SEX ROLES/SEXISM

Definition

Sex Roles	- characteristics, behaviors, and functions assigned on the basis of gender.
Sexism	- differential treatment and expectations of people based on sex beyond what is predetermined by biology.

Background

Some say that men and women have the same mental abilities, that under the same circumstances there is no difference in the way they behave. Others contend that heredity makes men different from women both in the way they think and the way they behave. Both views are mostly fictitious. The latest scientific evidence, largely confirming the findings of the past, indicates that there are significant mental and behavioral differences between the sexes. The evidence suggests, however, that nearly all the differences are caused by cultural tradition, not heredity.

Although there is no solid proof either way, most experts attribute sex differences in human behavior almost entirely to environment, from parents who consciously treat boys and girls differently, to a child's natural tendency to imitate the behavior of the same sex. From infancy on, children learn what it means to be a member of one sex or the other. This is reinforced through the media, in school, in the family, economically and in virtually all social systems.

The idea that sex attitudes are cultural has been supported by several studies. One of the more noted is Margaret Mead's 1935 comparison in "Sex and Temperament" of three New Guinea tribes. All three tribes had very different sex roles. One of the tribes was a reversal of our own culture, with the woman the dominant, impersonal, managing partner, the man the less responsible and the emotionally dependent person. From her studies of the three cultures, Mead concluded, "We no longer have any basis for regarding such aspects of behavior as sex-linked."

Attitudes

Four cultural notions of femininity that women often share are:

1) women as inferior
2) women as passive
3) women as beautiful objects
4) women as exclusively wife and mother

1) What many women have experienced as a personal sense of inferiority is in fact a larger cultural problem. Power is unequally distributed in our society; men having the power are considered superior and women having less power are considered inferior. In acknowledging either sex as superior or inferior, both are limited. It denies both men and women favorable characteristics that are generally associated with the opposite sex.

2) In the past, women were expected to depend upon men to direct their lives. They tended to feel passive and helpless, and expected and needed men to do things for them. The typical fantasy of young women is, "Someday, my prince will come." Those men are expected to turn them on, to do for them what they cannot do for themselves, to make them feel alive, and to affirm their existence. Because it is an impossible task, women continually set themselves up for disappointment. There is no factual reason why women cannot assert and affirm their own existence and act for themselves. Today they can choose to be dependent and see it as a strength, knowing intimate relationships involve dependencies. They can enjoy their talents and abilities--who they are and what they do.

3) Traditionally, females compete in ornament and the males select. Women are told how they should dress and act in order to achieve their goal: i.e., to "capture" a man.

4) Until recently, child mortality was high, adult life expectancy short and contraception rare. This meant that for most of their adult years, women were involved in caring for young children and were necessarily dependent upon men for protection and economic support. Today women rarely bear children during all their fertile years, with two or three children being the norm. Lower birth rates combined with a longer life expectancy means that most adult women have a span of productive years free from childbearing and childrearing.

GUNS AND DOLLS

by Laura Shapiro

Meet Rebecca. She's 3 years old, and both her parents have full-time jobs. Every evening Rebecca's father makes dinner for the family--Rebecca's mother rarely cooks. But when it's dinner time in Rebecca's dollhouse, she invariably chooses the Mommy doll and puts her to work in the kitchen.

Now meet George. He's 4, and his parents are still loyal to the values of the '60's. He was never taught the word "gun," much less given a war toy of any sort. On his own, however, he picked up the word "shoot." Thereafter he would grab a stick from the park, brandish it about and call it his "shooter."

Are boys and girls born different? Does every infant really come into the world programmed for caretaking or war making? Or does culture get to work on our children earlier and more inexorably than even parents are aware? Today these questions have new urgency for a generation that once made sexual equality its cause and now finds itself shopping for Barbie clothes and G.I. Joe paraphernalia. Parents may wonder if gender roles are immutable after all, give or take a Supreme Court justice. But burgeoning research indicates otherwise. No matter how stubborn the stereotype, individuals can challenge it; and they will if they're encouraged to try. Fathers and mothers should be relieved to hear that they do make a difference.

Newborns: Girls' cribs have pink tags and boys' cribs have blue tags; mothers and fathers should be on the alert, for the gender-role juggernaut has begun.

Biologists, psychologists, anthropologists and sociologists have been seeking the origin of gender differences for more than a century, debating the possibilities with increasing rancor ever since researchers were forced to question their favorite theory back in 1902. At that time many scientists believed that intelligence was a function of brain size and that males uniformly had larger brains than women--a fact that would nicely explain men's pre-eminence in art, science and letters. This treasured hypothesis began to disintegrate when a woman graduate student compared the cranial capacities of a group of male scientists with those of female college students; several women came out ahead of the men, and one of the smallest skulls belonged to a famous male anthropologist.

Gender research has become a lot more sophisticated in the ensuing decades, and a lot more controversial. The touchiest question concerns sex hormones, especially testosterone, which circulates in both sexes but is more abundant in males and is a likely, though unproven, source of aggression. To postulate a biological determinant for behavior in an ostensibly egalitarian society like ours requires a thick skin. "For a while I didn't dare talk about hormones, because women would get up and leave the room," says Beatrice Whiting, professor emeritus of education and anthropology at Harvard. "Now they seem to have more self-confidence. But they're skeptical. The data's not in yet."

Some feminist social scientists are staying away from gender research entirely--"They're saying the results will be used against women," says Jean Berko Gleason, a professor of psychology at Boston University who works on gender differences in the acquisition of language. Others see no reason to shy away from the subject. "Let's say it were proven that there were biological foundations for the division of labor," says Cynthia Fuchs Epstein, professor of sociology at the City University of New York, who doesn't, in fact, believe in such a likelihood. "It doesn't mean we couldn't do anything about it. People can make from scientific findings whatever they want." But a glance at the way society treats those gender differences already on record is not very encouraging. Boys learn to read more slowly than girls, for instance, and suffer more reading disabilities such as dyslexia, while girls fall behind in math when they get to high school. "Society can amplify differences like these or cover them up," says Gleason. "We rush in reading teachers and do remedial reading, and their classes are almost all boys. We don't talk about it, we just scurry around getting them to catch up to the girls. But where are the remedial math teachers? Girls are supposed to be less good at math, so that difference is incorporated into the way we live."

No matter where they stand on the question of biology versus culture, social scientists agree that the sexes are much more alike than they are different, and that variations within each sex are far greater than variations between the sexes. Even differences long taken for granted have begun to disappear. Janet Shibley Hyde, a professor of psychology at the University of Wisconsin, analyzed hundreds of studies on verbal and math ability and found boys and girls alike in verbal ability. In math, boys have a moderate edge; but only among highly precocious math students is the disparity large. Most important, Hyde found that verbal and math studies dating from the '60s and '70s showed greater differences than more recent research. "Parents may be making more efforts to tone down the stereotypes," she says. There's also what academics call "the file-drawer effect." "If you do a study that shows no differences, you assume it won't be published," says Claire Etaugh, professor of psychology at Bradley University in Peoria, Ill. "And until recently, you'd be right. So you just file it away."

2-3 Years: Girls are encouraged to think about how their actions affect others; boys often misbehave, get punished and then misbehave again.

The most famous gender differences in academics show up in the annual SAT results, which do continue to favor boys. Traditionally they have excelled on the math portion, and since 1972 they have slightly outperformed girls on the verbal side as well. Possible explanations range from bias to biology, but the socioeconomic profile of those taking the test may also play a role. "The SAT gets a lot of publicity every year, but nobody points out that there are more women taking it than men, and the women come from less advantaged backgrounds," says Hyde. "The men are a more highly selected sample: they're better off in terms of parental income, father's education and attendance at private school."

Another longstanding assumption does hold true: boys tend to be somewhat more active, according to a recent study, and the difference may even start prenatally. But the most vivid distinctions between the sexes don't surface until well into the preschool years. "If I showed you a hundred kids aged 2, and you couldn't tell the sex by the haircuts, you couldn't tell if they were boys or girls," says Harvard professor of psychology Jerome Kagan. Staff members at the Children's Museum in Boston say that the boys and girls racing through the exhibits are similarly active, similarly rambunctious and similarly interested in model cars and model kitchens, until they reach first grade or so. And at New York's Bank Street preschool, most of the 3-year-olds clustered around the cooking table to make banana bread one recent morning were boys. (It was a girl who gathered up three briefcases from the costume box and announced, "Let's go to work.")

4-5 Years: No matter what their parents do, girls and boys will enthusiastically embrace the male/female stereotypes they find all around them.

By the age of 4 or 5, however, children start to embrace gender stereotypes with a determination that makes liberal-minded parents groan in despair. No matter how careful they may have been to correct the disparities in "Pat the Bunny" ("Paul isn't the only one who can play peekaboo, Judy can play peekaboo"), their children will delight in the traditional male/female distinctions preserved everywhere else: on television, in books, at day care and preschool, in the park and with friends. "One of the things that is very helpful to children is to learn what their identity is," says Kyle Pruett, a psychiatrist at the Yale Child Study Center. "There are rules about being feminine and there are rules about being masculine. You can argue until the cows come home about whether those are good or bad societal influences, but when you look at the children, they love to know the differences. It solidifies who they are."

So girls play dolls, boys play Ghostbusters. Girls take turns at hopscotch, boys compete at football. Girls help Mommy, boys aim their water pistols at guests and shout, "You're dead!" For boys, notes Pruett, guns are an inevitable part of this developmental process, at least in a television-driven culture like our own. "It can be a cardboard paper towelholder, it doesn't have to be a miniature Uzi, but it serves as the focus for fantasies about the way he is going to make himself powerful in the world," he says. "Little girls have their aggressive side, too, but by the time they're socialized it takes a different form. The kinds of things boys work out with guns, girls work out in terms of relationships--with put-downs and social cruelty." As if to underscore his point, a 4-year-old at a recent Manhattan party turned to her young hostess as a small stranger toddled up to them. "Tell her we don't want to play with her," she commanded. "Tell her we don't like her."

Once the girls know they're female and the boys know they're male, the powerful stereotypes that guided them don't just disappear. Whether they're bred into our chromosomes or ingested with our cornflakes, images of the aggressive male and the nurturant female are with us for the rest of our lives. "When we see a man with a child, we say, 'They're playing,'" says Epstein. "We never say, 'He's nurturant.'"

The case for biologically based gender differences is building up slowly, amid a great deal of academic dispute. The theory is that male and female brains, as well as bodies, develop differently according to the amount of testosterone circulating around the time of birth. Much of the evidence rests on animal studies showing, for instance, that brain cells from newborn mice change their shape when treated with testosterone. The male sex hormone may also account for the different reactions of male and female rhesus monkeys, raised in isolation, when an infant monkey is placed in the cage. The males are more likely to strike at the infant, the females to nurture it. Scientists disagree--vehemently--on whether animal behavior has human parallels. The most convincing human evidence comes from anthropology, where cross-cultural studies consistently find that while societies differ in their predilection toward violence, the males in any given society will act more aggressively than the females. "But it's very important to emphasize that by aggression we mean only physical violence," says Melvin Konner a physician and anthropologist at Emory University in Atlanta. "With competitive, verbal or any other form of aggression, the evidence for gender differences doesn't hold." Empirical findings (i.e., look around you) indicate that women in positions of corporate, academic or political power can learn to wield it as aggressively as any man.

6-7 Years: All children have to deal with aggression; girls wield relationships as weapons, while boys prefer to brandish water pistols.

Apart from the fact that women everywhere give birth and care for children, there is surprisingly little evidence to support the notion that their biology makes women kinder, gentler people or even equips them specifically for motherhood. Philosophers--and mothers, too--have taken for granted the existence of a maternal "instinct" that research in female hormones has not conclusively proven. At most there may be a temporary hormonal response associated with childbirth that prompts females to nurture their young, but that doesn't explain women's near monopoly on changing diapers. Nor is it likely that a similar hormonal surge is responsible for women's tendency to organize the family's social life or take up the traditionally underpaid "helping" professions --nursing, teaching, social work.

Studies have shown that female newborns cry more readily than males in response to the cry of another infant, and that small girls try more often than boys to comfort or help their mothers when they appear distressed. But in general the results of most research into such traits as empathy and altruism do not consistently favor one sex or the other. There is one major exception: females of all ages seem better able to "read" people, to discern their emotions, without the help of verbal cues. (Typically researchers will display a picture of someone expressing a strong reaction and ask test-takers to identify the emotion.) Perhaps this skill--which in evolutionary terms would have helped females survive and protect their young--is the sole biological foundation for our unshakable faith in female selflessness.

Those who explore the unconscious have had more success than other researchers in trying to account for male aggression and female nurturance, perhaps because their theories cannot be tested in a laboratory but are deemed "true" if they suit our intuitions. According to Nancy J. Chodorow, professor of sociology at Berkeley and the author of the influential book "The Reproduction of Mothering," the fact that both boys and girls are primarily raised by women has crucial effects on gender roles. Girls, who start out as infants identifying with their mothers and continue to do so, grow up defining themselves in relation to other people. Maintaining human connections remains vital to them. Boys eventually turn to their fathers for self-definition, but in order to do so must repress those powerful infant ties to mother and womanhood. Human connections thus become more problematic for them than for women. Chodorow's book, published in 1978, received national attention despite a dense, academic prose style; clearly, her perspective rang true to many.

Harvard's Kagan, who has been studying young children for 35 years, sees a different constellation of influences at work. He speculates that women's propensity for caretaking can be traced back to an early awareness of their role in nature. "Every girl knows, somewhere between the ages of 5 and 10, that she is different from boys and that she will have a child--something that everyone, including children, understands as quintessentially natural," he says. "If, in our society, nature stands for the giving of life, nurturance, help, affection, then the girl will conclude unconsciously that those are the qualities she should strive to attain. And the boy won't. And that's exactly what happens."

Kagan calls such gender differences "inevitable but not genetic," and he emphasizes--as does Chodorow--that they need have no implications for women's status, legally or occupationally. In the real world, of course, they have enormous implications. Even feminists who see gender differences as cultural artifacts agree that, if not inevitable, they're hard to shake. "The most emancipated families, who really feel they want to engage in gender-free behavior toward their kids, will still encourage boys to be boys and girls to be girls," says Epstein of CUNY. "Cultural constraints are acting on you all the time. If I go to buy a toy for a friend's little girl, I think to myself, why don't I buy her a truck? Well, I'm afraid the parents wouldn't like it. A makeup set would really go against my ideology, but maybe I'll buy some blocks. It's very hard. You have to be on the alert every second."

In fact, emancipated parents have to be on the alert from the moment their child is born. Beginning with the pink and blue name tags for newborns in the hospital nursery--I'm a Girl/I'm a Boy--the gender-role juggernaut is overwhelming. Carol Z. Malatesta, associate professor of psychology at Long Island University in New York, notes that baby girls' eyebrows are higher above their eyes and that girls raise their eyebrows more than boys do, giving the girls "a more appealing, socially responsive look." Malatesta and her colleagues, who videotaped and coded the facial expressions on mothers and infants as they played, found that mothers displayed a wider range of emotional responses to girls than to boys. When the baby girls displayed anger, however, they met what seemed to be greater disapproval from their mothers than the boys did. These patterns, Malatesta suggests, may be among the reasons why baby girls grow up to smile more, to seem more sociable than males, and to possess the skill noted earlier in "reading" emotions.

The way parents discipline their toddlers also has an effect on social behavior later on. Judith G. Smetana, associate professor of education, psychology and pediatrics at the University of Rochester, found that mothers were more likely to deal differently with similar kinds of misbehavior depending on the sex of the child. If a little girl bit her friend and snatched a toy, for instance, the mother would explain why biting and snatching were unacceptable. If a boy did the same thing, his mother would be more likely to stop him, punish him and leave it at that. Misbehavior such as hitting in both sexes peaks around the age of 2; after that, little boys go on to misbehave more than girls.

Psychologists have known for years that boys are punished more than girls. Some have conjectured that boys simply drive their parents to distraction more quickly; but as Carolyn Zahn-Waxler, a psychologist at the National Institute of Mental Health, points out, the difference in parental treatment starts even before the difference in behavior shows up. "Girls receive very different messages than boys," she says. "Girls are encouraged to care about the problems of others, beginning very early. By elementary school, they're showing more caregiver behavior, and they have a wider social network."

Children also pick up gender cues in the process of learning to talk. "We compared fathers and mothers reading books to children," says Boston University's Gleason. "Both parents used more inner-state words, words about feelings and emotions, to girls than to boys. And by the age of 2, girls are using more emotion words than boys." According to Gleason, fathers tend to use more directives ("Bring that over here") and more threatening language with their sons than with their daughters, while mothers' directives take more polite forms ("Could you bring that to me, please?"). The 4-year-old boys and girls in one study were duly imitating their fathers and mothers in that very conversational pattern. Studies of slightly older children found that boys talking among themselves use more threatening, commanding, dominating language than girls, while girls emphasize agreement and mutuality. Polite or not, however, girls get interrupted by their parents more often than boys, according to language studies--and women get interrupted more often than men.

> *9-10 Years: When girls talk among themselves, they tend to emphasize mutuality and agreement while boys often try to command and dominate.*

Despite the ever-increasing complexity and detail of research on gender differences, the not-so-secret agenda governing the discussion hasn't changed in a century: how to understand women. Whether the question is brain size, activity levels or modes of punishing children, the traditional implication is that the standard of life is male, while the entity that needs explaining is female. (Or as an editor put it, suggesting possible titles for this article: "Why Girls Are Different.") Perhaps the time has finally come for a new agenda. Women, after all, are not a big problem. Our society does not suffer from burdensome amounts of empathy and altruism, or a plague of nurturance. The problem is men--or more accurately, maleness.

"There's one set of sex differences that's ineluctable, and that's the death statistics," says Gleason. "Men are killing themselves doing all the things that our society wants them to do. At every age they're dying in accidents, they're being shot, they drive cars badly, they ride the tops of elevators, they're two-fisted hard drinkers. And violence against women is incredibly pervasive. Maybe it's men's raging hormones, but I think it's because they're trying to be a man. If I were the mother of a boy, I would be very concerned about societal pressures that idolize behaviors like that."

Studies of other cultures show that male behavior, while characteristically aggressive, need not be characteristically deadly. Harvard's Whiting, who has been analyzing children cross-culturally for half a century, found that in societies where boys as well as girls take care of younger siblings, boys as well as girls show nurturant, sociable behavior. "I'm convinced that infants elicit positive behavior from people," says Whiting. "If you have to take care of somebody who can't talk, you have to learn empathy. Of course there can be all kinds of experiences that make you extinguish that eliciting power, so that you no longer respond positively. But on the basis of our data, boys make very good baby tenders."

In our own society, evidence is emerging that fathers who actively participate in raising their children will be steering both sons and daughters toward healthier gender roles. For the last eight years Yale's Pruett has been conducting a groundbreaking longitudinal study of 16 families, representing a range of socioeconomic circumstances, in which the fathers take primary responsibility for child care while the mothers work full time. The children are now between 8 and 10 years old, and Pruett has watched subtle but important differences develop between them and their peers. "It's not that they have conflicts about their gender identity--the boys are masculine and the girls are feminine, they're all interested in the same things their friends are," he says. "But when they were 4 or 5, for instance, the stage at preschool when the boys leave the doll corner and the girls leave the block corner, these children didn't give up one or the other. The boys spent time playing with the girls in the doll corner, and the girls were building things with blocks, taking pride in their accomplishments."

Traditionally, Pruett notes, fathers have enforced sex stereotypes more strongly than mothers, engaging the boys in active play and complimenting the girls on their pretty dresses. "Not these fathers," says Pruett. "That went by the boards. They weren't interested in bringing home little footballs for their sons or little tutus for the girls. They dealt with the kids according to the individual. I even saw a couple of the mothers begin to take over those issues--one of them brought home a Dallas Cowboys sleeper for her 18-month-old. Her husband said, 'Honey, I thought we weren't going to do this, remember?' She said, 'Do what?' So that may be more a function of being in the second tier of parenting rather than the first."

As a result of this loosening up of stereotypes, the children are more relaxed about gender roles. "I saw the boys really enjoy their nurturing skills," says Pruett. "They knew what to do with a baby, they didn't see that as a girl's job, they saw it as a human job. I saw the girls have very active images of the outside world and what their mothers were doing in the workplace--things that become interesting to most girls when they're 8 or 10, but these girls were interested when they were 4 or 5."

Pruett doesn't argue that fathers are better at mothering than mothers, simply that two involved parents are better than "one and a lump." And it's hardly necessary for fathers to quit their jobs in order to become more involved. A 1965-66 study showed that working mothers spent 50 minutes a day engaged primarily with their children, while the fathers spent 12 minutes. Later studies have found fathers in two-career households spending only about a third as much time with their children as mothers. What's more, Pruett predicts that fathers would benefit as much as children from the increased responsibility. "The more involved father tends to feel differently about his own life," he says. "A lot of men, if they're on the fast track, know a lot about competitive relationships, but they don't know much about intimate relationships. Children are experts in intimacy. After a while the wives in my study would say, 'He's just a nicer guy.'"

Pruett's study is too small in scope to support major claims for personality development; he emphasizes that his findings are chiefly theoretical until more research can be undertaken. But right now he's watching a motif that fascinates him. "Every single one of these kids is growing something," he says. "They don't just plant a watermelon seed and let it die. They're really propagating things, they're doing salad-bowl starts in the backyard, they're breeding guinea pigs. That says worlds about what they think matters. Generativity is valued a great deal, when both your mother and your father say it's OK." Scientists may never agree on what divides the sexes; but someday, perhaps, our children will learn to relish what unites them.

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WHO AM I? WHAT ARE MY SEX ROLE STEREOTYPES?

Personal Goal

To articulate your self-concept and your sex-role stereotypes as well as to see what sex-role stereotypes members of the group share in common.

Directions

This experience is designed to help you "data collect" about yourself. Its value is lost if you do not attempt to confront yourself honestly. Do not let the possibility of sharing later interfere with self-disclosure during the exercise. It is better to be honest with yourself now, and not share with the group at a later time.

Divide your paper into three columns. Head the first column *Who am I?* and answer the question at least ten times. People think of themselves in a variety of ways--in terms of roles they play; likes and dislikes; things that would be phoney for them to do; important values and beliefs; the way they would like to be--their ego-ideal; other people who give their life meaning; personality traits; kinds of relationships that they build.

After you have finished enumerating them, you may want to rank your responses. Number one should be the quality, adjective, or role without which you would feel most unlike yourself. In effect, it is your "emblem," the word you would most likely include when telling others about yourself. Put a plus next to the other ones that are precious to you and a minus next to the ones you want to give up.

After this part of the exercise is completed, start the next two columns. At the top of one column write *Men are*, and at the top of the next column write *Women are*. Fill in each column with adjectives that describe men and women *as you see them*. Perhaps it would help to picture a situation in your mind.

For example: You are going to a party where you do not know many of the people. You walk into the room. On one side is a group of five men you don't know talking to each other, and on the other side are five women. Toward which group do you gravitate? What are you saying to yourself about the difference, if any, between the climate in each of the two groups? What makes you choose one group over the other? Rank your responses so that No. 1 seems to be the essence of that sex.

You may want to pause to compare your responses to *I am* with your *Women are* or *Men are*, to see how many overlap.

In order to "data collect" on the total group, use either a blackboard or post two sheets of poster paper, titled "Men are" and "Women are." People in the group may simply call out their adjectives while someone writes them on the board or papers. Is there consensus? Do people like their sex?

Next to each quality put a plus (+) if you want to keep it or a minus (-) if you want to give it up. Also number the qualities in order of importance to your identity.

WHO AM I? (continued)

Explanation: Spirit of the Exercise

The "Who Am I" exercise is usually a very important one for participants and can move the group to a more meaningful level of sharing. Group participants can feel ignored if a large part of the group does not react to their data. In the event that this happens, it is important to stop and to take a look at the group process in order to determine what is going on. Possible issues: The task seems irrelevant or threatening; or many group members came to "get" for themselves and not to "give" to others. If these issues emerge, the group should talk about its climate before proceeding with the experience so that the Who Am I's become meaningful. This exercise usually takes two and a half to three hours in a group of ten to twelve persons.

Who am I?	*Men are*	*Women are*

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SENTENCE COMPLETIONS

Personal Goal

To increase your self awareness by helping you get in touch with some of your "shoulds."

Directions

Perhaps from your "Who am I?" you can identify salient words you would like to explore further through sentence completions. Try to complete each sentence at least ten times.

Nice girls are ____

Nice guys are ____

Angry people are ____

Responsible men are ____

Aggressive people are ____

The little boy in me is ____

The little girl in me is ____

The man in me is ____

The woman in me is ____

SENTENCE COMPLETIONS (continued)

The human in me is ____________________

Men are superior to women because ____________________

Women are superior to men because ____________________

The worst thing a woman can call a man is ____________________

The worst thing a man can call a woman is ____________________

The worst thing a man can call a man is ____________________

The worst thing a woman can call a woman is ____________________

It is more advantageous to be a man because (personally) ____________________

(professionally) ____________________

It is more advantageous to be a woman because (personally) ____________________

(professionally) ____________________

Bitches are ____________________

Bastards are ____________________

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SENTENCE COMPLETIONS (continued)

Free-associate words with each of the following categories:

Housewives ______________________________

Single women ______________________________

Successful women ______________________________

Married women ______________________________

Men in education ______________________________

Women in business ______________________________

Divorced women ______________________________

Men in business ______________________________

Male basketball coaches ______________________________

Female basketball coaches ______________________________

Househusbands ______________________________

Women managers ______________________________

Single men ______________________________

Women in education ______________________________

Married men ______________________________

Male managers ______________________________

Divorced men ______________________________

Explanation

Frequently people organize their behavior around "shoulds"--"expectations" for themselves. These policies channel behavior along certain lines, making it fit into molds. For example, "Good mothers always love their children"; "Good children always love their mothers"; "Mature men are responsible"; "Women shouldn't be too assertive."

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ROLE MODELS

Personal Goal

To increase awareness about the influence of your sex-role identity in your life.

Directions

Describe five "role models" whom you have used in elaborating your identity, such as mother, father, a teacher, and so on. The concept of role is used here to mean a set of expectations that has an objective reality. Enumerate ten characteristics of each model and rank each characteristic to indicate how important you feel it is. Contrast these characteristics with your answers to "Who am I?"

Role Models

Name	1	2	3	4	5

a. Who are some role models you might choose in the future?

Explanation

Role models, or mentors, play a significant part in shaping the expectations and prohibitions we hold for ourselves. It is very important to recognize what their sex is, when their influence was most significant, and what it is like to live without role models, as many women and men do who are changing from heavily sex-linked identities.

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OUR MOTHERS' AND FATHERS' SEX-ROLE COMMANDMENTS

Personal Goal

To help understand how you learned your sex roles as part of growing up.

Directions

List ten commandments your mother or grandmother or significant female role model gave you about being a girl/boy.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

List ten commandments your father or older brother or significant male role model gave you about being a girl/boy.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

OUR MOTHERS' AND FATHERS' SEX-ROLE COMMANDMENTS (continued)

9. ______________________________

10. ______________________________

Explanation

Parents typically give children a variety of commandments which influence behavior positively (because the commands are accepted), or negatively (because they are resisted). Sharing these with others can increase understanding about their origins and their similarities to cultural norms.

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Activity

SEX ROLE EXPECTATIONS

Personal Goal

To further understand your own sex-role expectations and limitations.

Directions

List as many items as you can for each category.

	I am required to	*I am allowed to*	*I am forbidden to*
1. Since I am a woman (man)			

	I could	*I would*	*I would not*
2. If I were a a woman (man)			

3. The "human" in me wants to ______________________________

4. The most important thing in life for a man is ______________________________

5. The most important thing in life for a woman is ______________________________

Explanation

This exercise is a further attempt to help you explore some of the dimensions of your own sex role and to understand what other options might be available.

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MY ROLE EXPECTATIONS

Personal Goal

To increase awareness of your role relationships and how you might make them more satisfying.

Directions

List the expectations you see for yourself in each of the following roles--or if not for yourself, for someone else. (Try to use yourself.) For instance, think of how much power, intimacy, control, nurturance, and influence are related to that role. List about a dozen words you associate with that role.

Spouse ____________________

____

Child ____________________

____

Parent ____________________

____

Friend ____________________

____

Lover ____________________

____

Cite one way in which you could *change* each of these relationships to be more personal and less role-related, thereby expressing more of yourself. What behaviors increase intimacy in each of these relationships? What behaviors make you more powerful in each of these relationships?

List the changes you wish to make:

Spouse ____________________

____

Child ____________________

____

MY ROLE EXPECTATIONS (continued)

Parent ____

____

Friend ____

____

Lover ____

____

Would you like to consult with the group or with any helpful person in the group about how to change any of these roles?

Explanation

Often we are trapped in either/or modes of behaving. This experience offers an opportunity to collect a range of options by soliciting the opinions of the other members of the group.

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TELEVISION MONITORING FOR SEX-ROLE STEREOTYPING

Media, such as television and movies, plays an important part in shaping how we think about appropriate roles for men and women. As you watch television this week, pay attention to the messages you are given about men and women.

The first chart is about the **PROGRAMS** you watch regularly. As you watch your usual television shows, fill in this chart, using the following explanations.

1. **Name of Program.** Write down the name of the program you are watching.
2. **Speaking Roles.** Keep track of how many times *men* speak throughout the show. Keep track of how many times *women* speak throughout the show. Write the totals on the chart.
3. **Occupations.** Write down what jobs *male* characters have in the show. Write down what jobs *female* characters have in the show. Also keep track of what jobs white characters have, and what jobs characters who are African American, Hispanic, Asian, or Native American have.

   In addition to jobs, note what tasks the characters carry out. Who provides child care? Cleans the house? Prepares meals? Fixes cars? Does home repairs?
4. **Perpetrators and Victims.** A perpetrator is someone who commits a crime, such as sexual abuse, burglary, battery, etc. Keep track of how many times *males* are depicted as commiting crimes, and how many times *women* commit crimes on the shows you watch.

   Also keep track of who the victims of these crimes are. Keep track of how many times male characters are sexually, physically, or verbally abused; how often they are robbed, beaten, or are the targets of other aggressive acts. Keep track of how many times female characters are the targets of these acts.
5. **Program Producers.** Watch the credits and notice who produced the show you are watching. Was the producer male or female?

The second chart is about the **ADVERTISEMENTS** that are on television during the shows you watch regularly. Record the following information for ten product advertisements during the week. Fill in the chart based on the following explanations:

1. **Product Advertisement.** What product is being advertised?
2. **Speaking Roles.** Record how many adult males, adult females, and children do the speaking in the commercial.
3. **Occupations.** Record the occupations of the *male* characters and the *female* characters in the ads.
4. **Target Audience.** To whom is this advertisement directed? Who will buy the product?
5. **Message.** What does the advertisement want you to know, think, or believe?

Television Monitoring for Sex-Role Stereotyping—Programs

	Speaking Roles		Occupations		Perpetrators		Victims		Producers	
Name of Program	# M	# F	M	F	# M	# F	# M	#F	# M	# F
TOTALS										

Television Monitoring for Sex-Role Stereotyping—Advertisements

Product Advertisement	Speaking Roles		Occupations		Target Audience	Message
	# M	# F	M	F		
TOTALS						

ASSIGNED SEX ROLES: ADVANTAGES AND DISADVANTAGES

Objective

Students will become more aware of the roles that society has traditionally assigned to men and women. They will recognize that they all "know" through cultural upbringing what these roles are. Students will become aware that traditional sex roles have advantages and disadvantages that can limit or expand career choice. They will begin to understand that it is possible to make life decisions based on individual choice rather than assigned roles.

Time: One class period

Resources: 18"x24" newsprint/butcher paper, four sheets per group; chalkboard or one or two sheets of paper for composite list; marking pens

Procedure

1. Divide the class into small groups of four or five students. If both males and females are participating, be sure that both are in each group.
2. Ask each group to brainstorm and to develop two lists; on one, list all of the advantages and disadvantages of roles assigned to males and on the other those of roles assigned to females.
3. Remind students before they start of the rules of brainstorming: no idea may be criticized or rejected; all ideas are accepted and written down.
4. After lists are completed, ask each group to go over their list and put a plus by each advantage or disadvantage that would help expand career choice. Put a minus sign by each advantage or disadvantage that would limit a career choice. Allow ten minutes and have a spokesperson from each group explain their findings.
5. Review list with class and note whether females or males have more pluses or minuses with regard to career choice.
6. Elicit from students that the lists from different groups were similar in many respects. How did they "know" what the assigned roles were? Where did they learn? When? What contributed to their learning? Toys, books, TV, records, friends, relations, school?

In follow-up discussion with the class, have the students develop a composite list of advantages and disadvantages of governing one's life on a "free to choose" basis that could apply to both females and males. For example, what are the advantages or disadvantages to working long, hard hours on a career that apply to both females and males? What are the advantages or disadvantages of undertaking the responsibilities of being a parent that apply to both males and females?

Elicit from students the recognition that it is possible and more rewarding to make life decisions based on individual choice rather than on assigned roles based on gender.

NOTE: Just for fun, if it is a mixed group, note whether females or males were more likely to be the "recorder" or the "spokesperson" and what does this say about their own assignment of roles to each other.

Adapted from an activity developed by Project Aware--Feminists Northwest/ Superintendent of Public Instruction, WA

CARTOON ACTIVITY

Cartoons often encapsulize society's views. For this activity, look through your newspaper's comics for a week. Collect cartoons that express various dimensions of sex role secularization and of the changing roles of women and men. Then prepare to discuss the following questions:

1. What are the traditional expectations men have had of women in a marriage and women have had of men?

2. Which of these still hold true today?

3. One consequence of gender bias and stereotyping is that men must live up to certain images and, at the same time, not be "caught dead" in certain roles if they are to be respected as men.

   (a) If they can't or don't live up to these expectations, how does that effect their self-esteem and their acceptance by others?

   (b) What do men have to gain from all these changes?

   (c) What do men have to lose?

4. One consequence of gender bias and stereotyping is that women must live up to certain expectations and are excluded from many opportunities.

   (a) If they can't or don't want to live up to these expectations, how does this effect their self-esteem and acceptance by others?

   (b) What do women have to gain from all these changes?

   (c) What do women have to lose?

5. What do we as a society have to gain or lose?

6. In what ways do you see female and male stereotyping operating at your school? Among students? Among staff? Between students and staff?

7. What is our role as educators in reducing stereotyping?

Negative Effects of Stereotyping on Women

HOW WOULD YOUR LIFE BE DIFFERENT?

by Carol Tavris, with Dr. Alice I. Baumgartner

A shocking new study shows: Despite feminism, both sexes still think boys have it better.

In essence it was a comparison between the lives of men and women that launched the movement for women's rights. As women realized that their lives would be not only different but also better--in status, income, advantages, freedom--if they were men, they began seeking ways to eradicate the inequities between the sexes. Anyone who has lived through the last decade knows what a bumpy ride it has been: a little progress here, a little relapse there, but over-all, a steady improvement.

Or has there been? The clearest measure of progress may be found not in the generation that struggles for change but in the generation that should be the beneficiary of change--the children of the pioneers. For ten years, public-school teachers and administrators have been trying to eliminate sex bias in the counseling they provide to children, in the books that children read, in the lessons they teach (by example as well as in content). To measure the effect of this effort, Dr. Alice I. Baumgartner and her colleagues at the Institute for Equality in Education, at the University of Colorado, came up with a startlingly simple method. They surveyed nearly 2,000 children throughout the state of Colorado: children in grades three through 12, from large metropolitan areas and from small rural communities. They simply asked one question: If you woke up tomorrow and discovered that you were a (boy) (girl), how would your life be different?

The answers were sad and shocking, for they show how little has in fact changed in children's attitudes in the recent years of social upheaval. Dr. Baumgartner did not find that boys and girls think there are benefits and disadvantages of being either sex. What she found was a fundamental contempt for females--held by both sexes.

The elementary-school boys, for example, often titled their answers with little phrases such as "The Disaster," or "The Fatal Dream," or "Doomsday." Then they described how awful their lives would be if they were female: "I wouldn't like having a little pink dress or anything about a girl. It wouldn't be fun" (fourth-grade boy). If I were a girl, I'd be stupid and weak as a string" (sixth-grade boy). "If I woke up and I was a girl, I would hope it was a bad dream and go back to sleep" (sixth-grade boy). "If I were a girl, everybody would be better than me, because boys are better than girls" (third-grade boy). And this one, succinctly: "If I were a girl, I'd kill myself."

But the girls wrote repeatedly of how much better off they would be as boys. "If I were a boy, I would be treated better. I would get paid more and be able to do more things" (fourth-grade girl). "I could do stuff better than I do now" (third-grade girl). "People would take my decisions and beliefs more seriously" (11th-grade girl. "If I were a boy, my whole life would be easier" (sixth-grade girl). And this poignant response from a third-grade girl: "If I were a boy, my daddy, might have loved me."

To probe the children's answers more carefully, Dr. Baumgartner compared their remarks in four categories: matters of appearance; how their activities would change; how they would be expected to behave; and how others would treat them.

Appearance

"I couldn't be a slob any more--I'd have to smell pretty."

Boys and girls alike realize that girls, but not boys, are judged by their looks and therefore must pay a lot of attention to their appearance. "If I was a girl," said one boy, "I'd have to curl my hair and put on makeup." One boy said with alarm: "I'd have to shave my whole body!" The girls, on the other hand, said that not having to attend to these matters was a definite advantage to being male: "I wouldn't have to be neat" (fourth-grade girl). "I wouldn't have to worry how I look" (sixth-grade girl). Noting the amount of time and energy that "proper" dress and makeup require, a tenth-grade girl said, "If I woke up and discovered I was a boy, I would go back to bed, since it would not take very long to get ready for school."

The boys' comments, however, show that being a girl is not just a matter of cleanliness and neatness; what really matters is being attractive. "The boys frequently said that if they had to be a female, they would want to be 'gorgeous' or look like a particular movie star," says Dr. Baumgartner, "but none of the girls made any reference to wanting to be handsome if they were male." As early as the third grade, boys are aware of the hazards faced by women who are "gorgeous": "If I were gorgeous, I would be jeered at and hear plenty of comments," said one little boy. ("Unattractive women are jeered at too," Dr. Baumgartner observes. "It's just that they hear different kinds of comments.") By high school, when so many girls worry about being "gorgeous" to boys, the boys see the matter differently. "If I were a girl, I would use a lot of makeup and look good and beautiful to everyone," wrote one teen-aged boy, "knowing that few people would care for my personality."

Activities

"I would have to cook, be a mother and yucky stuff like that."

Is women's work as valued and valuable as men's work? Don't you believe it, said these children. "Not one girl expressed a negative reaction to male activities," says Dr. Baumgartner, "but most of the boys had a critical or hostile reaction to female activities--no matter whether those activities involved school, play, home chores, marriage or eventual choice of occupation. Their general view is summed up in the words of a boy who said 'Girls can't do anything that's fun' and the depressing words of a girl who said her expectation as a female was 'to be nothing.'"

Girls continually pointed out that they would have more or different career choices if they were male: "I could run for President"; "I want to be a nurse, but if I were a boy, I'd want to be an architect"; "I would consider work in math or science"; "if I were a boy, I could do more things"; "if I was a boy, I'd drop my typing class and start taking really hard classes, since my dad would let me go to college and he won't now." The boys felt they would lose choices if they were female: "I wouldn't be able to keep my job as a carpenter"; "I couldn't be a mechanic." One adamant young man, though, said he would "refuse to work as a secretary or something stupid like that."

When the boys even considered the possibility that as females they could marry and work outside the home (for most boys, these were mutually exclusive categories), the jobs they listed most often were secretary and nurse. Other possible "female" occupations included cocktail waitress, social worker, airline stewardess, interior decorator, receptionist, model, beauty queen--and prostitute. "Boys still see women's work as serving others and providing support," says Dr. Baumgartner, "instead of being in charge."

To the girls, the thought of being male liberated their imagination. The career they mentioned most often as possible choice if they were male was--ready?--professional athlete. This was followed by a much longer list of possibilities than the boys see for girls: mechanic, construction worker, pilot, engineer, race-car driver, forest ranger, dentist, architect, stunt man, coal miner, geologist, farmer, sports commentator, draftsman, banker, and so on.

But there is a glimmer of good news. Four occupations that were once nearly all male are now (the children say) open to both sexes: truck driver, computer programer, doctor and lawyer.

Behavior

"If I were a girl, I'd have to be ladylike and trampish."

Boys and girls learn early that girls may express their feelings but boys will be "sissies" if they do; boys are more belligerent than girls; and girls are weaker and more passive than boys, or at least are allowed to behave as if they were.

Many of the boys said that being female would restrain their active impulses: "I would have to be nicer"; "I'd have to be polite"; "I'd have to be kind, cute and have nice handwriting"; "I'd be quieter, more reserved, and wait for others to talk to me first"; "Instead of wrestling with my friends, I'd be sitting around gossiping." "I," said one woebegone boy, "would have to hate snakes."

Indeed, when boys imagine themselves as girls their language is filled with words of deprivation--what they would no longer be able to do: "I couldn't climb trees or jump the creek"; "I couldn't throw spitballs"; "I couldn't have a pocketknife"; "I would not help my dad wash the car or gas up the car"; "I couldn't play football or basketball." But when girls imagine themselves as boys, their language is filled with images of what they would gain: "I could go hunting and fishing with my dad"; "I could run for President"; "I wouldn't have to baby-sit"; "I'd be noisier and more active." And: "Life on the home front would be a lot easier. I know that for a fact, since I've got a brother."

Many girls realized that one disadvantage of maleness is stoicism: "If I were a boy, I would have to stay calm and cool whenever something happened"; "I would not be allowed to express my true feelings." The girls often felt that as boys they would have to be "rowdy," "smart-alecky," "macho," and "show off more"--though a couple of them saw male aggressiveness as an alternative to female pacifism. "I'd kill my art teacher," said one girl, "instead of arguing with him as I do now."

Treatment by Others

"My dad would respect me more if I were a boy."

Over and over, girls reported that if they were boys, they would be treated better than they are as girls: "I might be shown that someone cares how I do in school"; "I'd get called on to answer more questions"; "I'd be trusted more when driving." (Interesting, that one, since teen-aged girls are more trustworthy drivers than teen-aged boys.) "My grandparents would treat me extra special"; "My father would be closer because I'd be the son he always wanted" (a sad and pervasive refrain); "I could play football without being laughed at by others."

Even the youngest boys and girls are aware of another disadvantage to being female: the prevalence of violence against women. Girls frequently mentioned that if they were boys, they would not have to worry about being raped or beaten up, and the boys feared for their safety if they became girls: (If I were a girl), I'd have to know how to handle drunk guys and rapists" (eighth-grade boy). "I would have to be around other girls for safety" (sixth-grade boy). "I would always carry a gun for protection," said a fourth grader.

But there was one situation in which both sexes think girls are better off: that of the classroom. The rare benefits boys could imagine about being female had to do with better treatment in school: "If I was a girl, the teacher would favor me"; "I'd be treated like a normal human being, not an animal or anything else." And the girls likewise were aware of their preferential treatment: "If I were a boy, I'd be treated unfairly; with less respect"; "I'd get away with a lot less"; "I would more than likely get yelled at more" were some of their answers.

"The children are right," says Dr. Baumgartner, "because research tells us that teachers reprimand boys three or four times more often than they reprimand girls. The classroom is one of the few places where male rambunctiousness is punished. But it isn't just boys who pay the price of not conforming. The quiet behavior of girls may be appreciated more by the teacher--but it also means the girls are more often ignored. The boys get reprimands--but also more praise and attention." She reports that in this study, one of the math teachers insisted that there were more boys than girls in his advanced-math class. When he checked his grade book, he found out that he was wrong--the opposite was true. He'd simply been overlooking the girls.

What do these findings mean? Some child-development experts would say that there's nothing to get upset about, that children's prejudice against the female sex is just a phase during which they come to terms with the gender they are. Dr. Lawrence Kohlberg, of the School of Education at Harvard University, argues that all children go through a period of rigid stereotypic thinking while their mental faculties develop. At this stage Sandra Day O'Connor, the first woman on the United States Supreme Court, couldn't convince a four-year-old that women can be judges. (I remember my cousin Claire's efforts to resolve category conflict when she was four and had just encountered her first female physician. "Guess what, guess what!" she exclaimed to her amused grandmother. "The nurse was a doctor!")

This argument is appropriate for very young children, but it does not explain why prejudice flows primarily in one direction--from boys to girls--and why girls disparage female activities as much as boys do. Nor does it explain why stereotypic thinking about the sexes lasts--why, for instance, as boys grow older (and presumably more self-assured about being male) they find less and less to admire in women.

The youngest elementary-school boys occasionally mentioned a few benefits of being female. "No one would make fun of me because I'm afraid of frogs," said a third grader, and a classmate confessed that he "could ride girls' bikes without being laughed at." But once out of grade school, none of the boys envied anything about womanhood, although most of the girls envied much about manhood. "It's-a-normal-stage" theories of cognitive development do not provide a satisfactory explanation for this. "The pattern suggests," says Dr. Baumgartner, "that we are talking not about expected emotional development but about differences in status--differences in the basic value of being male or female."

Others might say that there is nothing to be concerned about in Dr. Baumgartner's study because healthy sex-role development depends on each sex's adjusting eventually to what is expected of it and overcoming its envy of the other. Further, this argument goes, there is nothing wrong with sex stereotyping itself--so what if boys do learn to be mechanics and professional athletes and girls learn to be secretaries and housewives? The answer is that sex stereotyping takes a physical and psychological toll not only on children but also on adults, particularly in the physical health of men and in the financial and emotional health of women. (That is, in adulthood men have higher rates than women of heart disease and stress-related illnesses, whereas women have higher rates of depression and other psychological ills; and sex stereotyping by job means that women earn on the average only 59 per cent of what men do.) When the belief that males are "better" is instilled in very young girls, it can have only an unhappy effect on female self-respect and self-confidence.

Sex stereotyping may have made practical sense in simpler times; but it is a psychological handicap for both sexes in the complicated 1980s--when both sexes need to know how to work, do the laundry, cook a meal, diaper a baby and balance a checkbook. What's come out of the mouths of Dr. Baumgartner's babes tells us that, baby, men and women have a long way yet to go.

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WHAT'S A MOTHER TO DO?

by Carol Tavris

For parents who want to raise sons and daughters who respect themselves without having contempt for the opposite sex, here a few guidelines:

Start by finding out what your children actually think of the opposite sex.

You might make a game of it, asking them to write (or dictate to you) an answer to how their lives would be different if they had been born the opposite sex; you can then probe further by asking what differences they would expect in each of Dr. Baumgartner's four categories (Appearance, Activities, Behavior and Treatment of Others). The results may surprise you and make a good starting point for discussion. You may not be able to dissuade your children with arguments about what boys and girls "can" and "cannot" do, but at least you'll be aware of the stage of their thinking.

Don't split children's chores and activities by gender.

"The guiding developmental rule for boys appears to be 'Don't be female,'" says Dr. Baumgartner. "Every time we reinforce that rule, we teach boys to have contempt for females."

Boys learn at a very young age that their jobs are taking out the garbage and helping Dad with the car--and they learn that washing anything else (dishes, laundry, the baby) is for girls. This early segregation of chores not only makes boys disdainful of "women's work," but also deprives them of the chance to learn some housekeeping skills--such as cooking dinner, ironing a shirt or sewing on buttons--that they will need as adults!

Support your child's real interests and talents.

Do not support only those interests you think are right for the child's gender nor only those the child thinks he or she is restricted to. Of all high-school graduates who are academically eligible for college but don't attend, 75 per cent are women.

Do you value your children equally?

"If I were a boy," said a tenth-grade girl, "I think I would be more outspoken and confident, but I really don't know why." The "why," says Dr. Baumgartner, is that "boys usually know they are valued, whereas girls are not always sure." Girls often feel that they are taking second place in their parents' plans for them (in comparison with their brothers)--and often in their parents' respect for them as well.

Encourage your daughter's athletic interests as well as your son's.

The girls in this study showed a tremendous longing to play sports--football, baseball, even wrestling--instead of simply cheering the team on. "Sports can be a huge boost to self-confidence," says Dr. Baumgartner, "to say nothing of health."

Remember the power of example.

Everyone knows that children learn from what they see more than from what you tell them. Obviously they are seeing enough women doctors and lawyers now--species once as rare as the snail darter--to realize that these jobs have opened up to women. What example--in satisfaction, self-respect, activities--are you setting for your children?

Remember the important role of fathers.

"So many girls miss their fathers' company," says Dr. Baumgartner. They long to go on camping trips and sports outings and to share activities with them. Men should realize they play an important role not only in teaching their daughters to be traditionally "feminine" but also in generating their daughters' interest and ambitions.

Educate your sons about stereotypes, not only your daughters.

"My impression," says Dr. Baumgartner, "is that we're forever making suggestions about how to 'fix' females, and women are forever worrying about how to 'fix' themselves, when it's clear to me that it's males who are more of a problem. The solution to stereotyping is not just for women to do more things. Women's work is devalued precisely because women do it; therefore we ought to be suggesting that males start doing a few 'female' things to balance the scales."

Finally, be alert and concerned--and keep your sense of humor and perspective.

Parents are only one of a thousand influences on children, and you can take neither all the blame nor all the responsibility for what your children think and do. Children are "raised" by their schools, times and friends, not just by parents. So if your house contains a five-year-old male chauvinist and a six-year-old incipient geisha, take heart. This does not necessarily mean that they will grow up to be Dagwood and Blondie. They have many years and influences ahead of them. The lessons that children learn in childhood are important for the kind of childhood they have, but they don't predict much about what they will become as adults. (Think of all the generations of women who grew up thinking that girls "can't" become doctors and lawyers--and who nevertheless entered medical and law schools in record numbers.)

A friend of mine told me that when she was a child she was the despair of her mother, a biochemist, because she kept insisting that "girls can't be scientists" and demanded frilly, impractical dresses. Today she is a physician--having similar debates with her two daughters.

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WHO'S DOING THE HOUSEWORK?

by John P. Robinson

When it comes to time, men and women are created equal. Each has 168 hours a week. How they spend this time is different, however, and the differences drive consumer markets.

Marketers know relatively little about how people spend their time. The government collects statistics on the length of the workweek, and businesses ask people how much time they spend doing particular activities. Nielsen Media Research, for example, regularly monitors how much time people spend watching television. But few studies examine how people spend all their time. Time-diary studies give a complete picture of time use, which is important information for any business that markets consumer products.

Especially critical to many businesses is the amount of time people devote to housework. Over the past few decades, the time the average woman devotes to cooking, cleaning, and laundry has dropped by fully eight hours a week. This decline affects many businesses, from the manufacturers of household cleansers to companies that provide maid services.

For the marketers of household products, who does the housework is just as important as how much time people spend doing it. In the past decade there has been a significant shift in who does the housework, with men taking on many more household chores.

In 1965, 1975, and 1985, researchers conducted three comprehensive surveys of Americans' use of time. The 1965 and 1975 surveys, done by the Survey Research Center of the University of Michigan, asked several thousand respondents ages 18 and older how they spent their time "yesterday." The 1985 survey, conducted by the Survey Research Center of the University of Maryland, collected data from nearly 5,000 respondents aged 18 and older.

The studies show that men aged 18 to 65 have been doing a greater share of housework since 1965. This has happened in two phases. From 1965 to 1975, women dramatically cut the amount of time they spent on housework (from 27 to 22 hours a week) as more of them took paying jobs and as they had fewer children. During that decade, the amount of time men spent on housework increased from 5 to 7 hours a week, mainly because men spent more time on traditional male chores such as home repairs and lawn care.

From 1975 to 1985, however, the pattern changed. Men continued to spend more time on traditional male tasks, but they also spent more time doing the cleaning and cooking--a total of almost 10 hours of housework a week. In contrast, women continued to cut back on the amount of time they spent doing the cleaning and cooking, but they spent more time doing traditional male chores, for a total of about 20 hours of housework a week by 1985.

Women's Work Or a Man's Job

To analyze who does the housework, the Survey Research Center of Maryland divided housework into eight categories. Four are activities that women spend more time doing than men: cooking (77 percent of the time spent cooking at home in 1985 was spent by women), meals and cleanup (83 percent by women), cleaning house (78 percent), and laundry and clothing care (88 percent). For that reason, the researchers called these activities "female" tasks.

There are four housework activities that men spend either more time doing than women, or about an equal amount of time. The two male-dominated activities are outdoor work (74 percent of the time spent on yard work in 1985 was spent by men) and home repairs (82 percent by men).

The two "equal" activities are garden and pet care, and managerial tasks such as paying bills. The researchers called these four activities "male/shared" tasks. The women spent more time on female tasks than men spent on male/shared tasks. Women spent 16 hours a week doing the cleaning, cooking, dishes, and laundry in 1985, for example, while men spent only 6 hours a week doing home repairs, outdoor work, and other male/shared jobs.

Housework has been the province of women because women traditionally do the household tasks that are more time consuming. But this is changing. Women did 85 percent of all eight household tasks in 1965. By 1975, they were shouldering 76 percent, and by 1985 their burden had dropped to 67 percent. Women did more than six times as much housework as men in 1965, but that dropped to twice as much in 1985.

Women spent less time doing both female and male/shared tasks in 1975 than in 1965. Between 1975 and 1985, however, women continued to cut back on the amount of time they spent doing female tasks. Yet they spent more time doing male/shared tasks, particularly bill paying. Men spent slightly more time doing female tasks in 1975 than in 1965, and spent significantly more time doing male/shared tasks, particularly repairs. And by 1985 men were spending more time doing both female and male/shared tasks than they did in 1975.

In all households surveyed, women did 92 percent of female tasks in 1965, 89 percent in 1975, and 80 percent in 1985. In other words, men now do one-fifth of the cooking, cleaning, and laundry. Women spent slightly more time than men (51 percent doing male/shared tasks in 1965, but the proportion dropped to 32 percent in 1975 and then rose slightly, to 37 percent, in 1985.

What Made the Difference?

Marriage: Several important trends account for the shifts in who does how much housework. First, a decline in the proportion of households that contain married couples has cut housework time overall because married women do much more housework than unmarried women (22 hours a week for married women in 1985, versus 15 hours a week for unmarried women). In addition, married women have significantly cut their housework time, by nine hours a week since 1965. Married men did slightly less housework than unmarried men in 1965. By 1985, married men were doing three hours a week more housework than unmarried men.

Twenty years ago, getting married meant that women doubled the time they spent on housework, while men did about as much housework as before they married. Today, both married men and married women do about 40 percent more housework than unmarried men and women.

Children: A decline in the number of households with children has also cut housework time overall. With more mouths to feed and clothes to clean, children mean more housework. Women with children do more housework than women without children, although the differences are narrowing. Women with children did nine to ten hours a week more housework than women without children in 1965. By 1985, this difference had fallen to fewer than four hours a week. Almost all of this drop occurred in the time mothers devote to female tasks. Women with children cut their cleaning time by eight hours a week between 1965 and 1985. They cut their cooking time by about two hours a week. Women without children, on the other hand, cut the time they spent cooking and cleaning by only four hours a week. Today, having children--especially children aged 5 or older--makes little difference in the amount of time women spend doing housework.

The same holds true for men. Since 1965, men with children have doubled the amount of time they spend doing housework, from about four to nine hours a week for men with infants, and from five to ten hours a week for men with children aged 5 and older, the same increase as for men with no children.

Paid Employment: A woman's employment status is as important a determinant of the time she spends doing housework as her marital status. In 1965, employed women spent only about half as much time doing housework (18 hours a week) as women who were not employed (34 hours). Between 1965 and 1985, the amount of time both employed and nonemployed women (defined as working fewer than ten hours a week) spent doing housework declined, with most of the decline occurring between 1965 and 1975.

Surprisingly, the decline was sharper for nonemployed women. The amount of time working women spent doing housework fell by 3 hours a week between 1965 and 1985 (from 18 to 15 hours), while the amount of time dropped by fully 10 hours a week for nonemployed women (from 34 to 24 hours). In 1965, employed women spent just 52 percent as much time doing housework as nonemployed women. In 1985 the proportion was 62 percent.

Both employed and nonemployed men spent more time doing housework in 1985 than in 1965. The amount of time both groups spent doing housework almost doubled in the two decades, from about 10 hours to 15 hours a week for nonemployed men, and from 4 hours to 8 hours for employed men.

Age: Older people spend more time doing housework than younger people. Though women of all ages have reduced the time they spend doing housework, younger women have cut back more. Women ages 18 to 35, for example, spent 26 hours a week doing housework in 1965 and just 17 hours a week in 1985, a 9-hour drop. Women aged 36 to 50 did 8 hours a week less housework in 1985 than in 1965 (from 29 to 21 hours), while women 51 and older cut their housework time by just 4 hours (from 26 to 22 hours).

Men of all ages have increased the amount of time they spend doing housework, and this increase is just as great among older men as it is among younger men. And men over age 50 spend nearly twice as much time doing housework as men aged 18 to 35, 13 hours a week versus just 7 hours.

Though the time men spend doing housework is only about ten hours a week, the more important factor for businesses is the share of housework done by men. Men were doing 15 percent of the housework in 1965 and 33 percent by 1985. Men's share of the housework burden has grown large enough to make them important customers for household products and services.

HIS AND HERS

(time men and women aged 18 to 65 spent doing household tasks, in hours per week, 1965-1985)

	men			*women*			*ratio done by women**		
	1985	1975	1965	1985	1975	1965	1985	1975	1965
Female-dominated									
Cooking meals	2.0	1.3	1.3	6.9	7.8	8.4	77	86	87
Meal clean-up	0.4	0.2	0.3	1.9	2.5	4.1	83	91	92
Housecleaning	1.4	0.7	0.4	5.1	6.2	6.7	78	90	95
Laundry, ironing	0.3	0.1	0.1	2.2	3.0	5.1	88	96	98
Subtotal	4.1	2.3	2.1	16.1	19.5	24.3	80	89	92
Male-dominated and Shared									
Outdoor chores	1.4	1.4	0.5	0.5	0.4	0.2	26	22	33
Repairs, etc.	1.8	2.2	1.0	0.4	0.7	0.2	18	24	18
Garden, animal care	1.0	0.3	0.2	0.9	0.6	0.5	47	63	67
Bills, other	1.7	0.8	0.8	1.6	0.5	1.8	48	36	68
Subtotal	5.9	4.7	2.5	3.4	2.2	2.7	37	32	51
Total	9.8	7.0	4.6	19.5	21.7	27.0	67	76	85

MARRIED TO THEIR WORK

(time men and women aged 18 to 65 spent doing household tasks, by marital status, in hours per week; 1965-1985)

	men			*women*			*ratio done by women**		
	1985	1975	1965	1985	1975	1965	1985	1975	1965
Married									
Female tasks	4.2	2.1	1.8	18.8	21.3	27.2	81	91	94
Cooking	2.0	1.1	0.9	8.1	8.9	9.6	80	89	91
Cleaning**	2.2	1.0	0.9	10.7	12.4	17.6	83	93	95
Male/shared tasks	6.9	4.7	2.7	3.6	2.9	4.4	3	38	62
Total	11.1	6.8	4.5	22.4	24.2	31.6	66	78	87
Unmarried									
Female tasks	3.9	3.7	3.3	12.2	14.9	14.2	76	80	81
Cooking	2.1	2.2	1.5	5.2	6.1	4.6	71	73	75
Cleaning**	1.8	1.5	1.8	7.0	8.8	9.6	80	85	84
Male/shared tasks	4.0	4.2	1.4	2.7	2.2	1.3	40	35	48
Total	7.9	7.9	4.7	14.9	17.1	15.5	65	68	77

WHO'S DOING THE HOUSEWORK? (page five)

CHILDREN'S HOUR

(time men and women 18 to 65 spent doing household tasks, by presence and age of children, hours per week; 1965-1985)

	men			*women*			*ratio done by women**		
	1985	1975	1965	1985	1975	1965	1985	1975	1965
No Children									
Female tasks	4.4	2.4	2.6	14.5	17.3	18.7	77	88	88
Cooking	2.3	1.5	1.4	6.4	7.4	6.4	74	83	82
Cleaning**	2.1	0.9	1.2	8.1	9.9	12.3	79	92	91
Male/shared tasks	6.0	4.7	2.1	3.4	3.0	2.6	36	39	55
Total	10.4	7.1	4.7	17.9	20.3	21.3	63	74	82
All Children Aged 5 and Older									
Female tasks	3.9	2.2	2.0	16.6	22.0	27.0	81	91	93
Cooking	1.9	1.1	0.9	7.1	8.9	9.6	79	89	91
Cleaning**	2.0	1.1	1.1	9.5	13.1	17.4	83	92	94
Male/shared tasks	6.5	5.4	3.3	3.3	1.9	3.3	34	26	50
Total	10.4	7.6	5.3	19.9	23.9	30.3	66	76	85
Children Under Age 5									
Female tasks	3.5	2.4	1.6	20.0	22.3	29.2	85	90	95
Cooking	1.4	1.2	0.8	8.4	8.9	9.9	86	88	92
Cleaning**	2.1	1.2	0.8	11.6	13.4	19.3	85	92	96
Male/shared tasks	5.5	3.5	2.3	2.5	2.8	2.8	31	44	55
Total	9.0	5.9	3.9	22.5	25.1	32.0	71	82	90

WORK AT HOME, WORK AWAY

(time men and women aged 18 to 65 spent doing household tasks, by employment status, in hours per week; 1965-1985)

	men			*women*			*ratio done by women**		
	1985	1975	1965	1985	1975	1965	1985	1975	1965
Employed									
Female tasks	3.2	1.7	1.8	11.9	13.3	15.9	79	89	90
Cooking	1.6	0.9	0.9	5.2	5.7	5.5	76	86	86
Cleaning**	1.6	0.8	0.9	6.7	7.6	10.4	81	90	92
Male/shared	4.9	4.1	2.6	2.8	1.5	1.9	36	27	42
Total	8.1	5.8	4.4	14.7	14.8	17.8	64	72	80
Unemployed									
Female tasks	6.0	4.5	6.3	19.9	22.8	30.3	77	84	83
Cooking	2.9	2.2	3.3	8.6	9.3	10.5	75	81	76
Cleaning**	3.1	2.3	3.0	11.3	13.5	19.8	78	85	87
Male/shared tasks	8.7	6.3	3.3	3.7	3.5	3.7	30	36	53
Total	14.7	10.8	9.6	23.6	26.3	34.0	62	71	78

CLEANING UP

(time men and women aged 18 to 65 spent doing household tasks, by age, in hours per week; 1965-1985)

	men			*women*			*ratio done by women**		
	1985	1975	1965	1985	1975	1965	1985	1975	1965
Age 18 to 35									
Female tasks	2.9	1.7	1.3	14.6	17.4	22.6	83	91	95
Cooking	1.5	0.8	0.6	6.0	6.9	7.7	80	90	93
Cleaning**	1.4	0.9	0.7	8.6	10.5	14.9	86	92	96
Male/shared tasks	4.3	4.2	1.9	2.4	2.2	3.0	36	34	61
Total	7.2	5.9	3.2	17.0	19.6	25.6	70	77	89
Age 36 to 50									
Female tasks	4.3	2.0	2.2	16.8	22.1	25.8	80	92	92
Cooking	1.9	1.1	1.1	7.2	8.9	9.1	79	89	89
Cleaning**	2.4	0.9	1.1	9.6	13.2	16.7	80	94	94
Male/shared tasks	6.3	4.8	3.2	3.8	2.3	2.8	38	32	47
Total	10.6	6.8	5.4	20.6	24.4	28.6	66	78	84
Age 51 to 65									
Female tasks	5.2	3.5	4.0	17.6	18.9	21.5	77	84	84
Cooking	2.7	1.9	2.1	8.1	8.5	7.6	75	82	78
Cleaning**	2.5	1.6	1.9	9.5	10.4	13.9	79	87	88
Male/shared tasks	8.1	4.8	2.1	3.9	3.9	4.2	33	45	67
Total	13.3	8.3	6.1	21.5	22.8	25.7	62	73	81

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*Assuming equal numbers and backgrounds of men and women, percentages, subtotals, and totals may vary due to rounding.

**Cleaning includes meal clean-up, housecleaning, laundry and ironing.

Source: 1985: Americans' Use of Time Project, Survey Research Center, University of Maryland; 1965, 1975: Americans' Use of Time Project, Survey Research Center, University of Michigan

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THE RETURN OF "BAREFOOT AND PREGNANT"

by Peggy Simpson

Religious Right coalitions are growing fast. Among their targets: abortion, high taxes, pornography--and women in "men's jobs."

"We believe in human rights, but only as they have been established by Scripture. . . If the (working) mother is really assertive in . . . equal rights, then she may deviate from the Biblical principle of being submitted to her husband." Reverend Gary Adams, Liberty Christian Church, Denton, Texas

To many Americans, these words have a quaint ring, evoking turn-of-the-century orations against the evils of the women's-suffrage movement or the rantings of a far-out fringe group. That is a dangerously complacent view, as a number of candidates targeted by the Religious Right found to their dismay in 1984.

There's a growing movement in this country to turn back the clock on much of the social change of the last 20 years--and that includes the progress made by women. That's why working women everywhere in the U.S. should pay attention to news from places like Reverend Adams's part of Texas, where church members quietly but efficiently organized by Religious Right coalitions managed both to snatch the seats of long-established Republican precinct chairpeople right out from under them and to toss out Democratic Representative Tom Vandergriff despite his 27 years as the popular mayor of Arlington, Texas. The victor: Republican Richard K. Armey, an economics professor recruited by the Religious Right who, since entering Congress, has led the fight against pay equity, civil rights, affirmative action--and higher taxes. In fact, Religious Right candidates won six of the eight Texas congressional races these groups had targeted on in 1984.

And Texas is just part of the story. Religious Right activists have extensive organizing campaigns in all states. Their aim: no less than taking over the Republican party from within--and influencing, or even dictating, the choice of the next Republican Presidential candidate.

These new coalitions also claim credit for defeating the Civil Rights Act of 1984 by generating massive quantities of opposition mail. The tactics used to produce this mail--playing on fears that the law would give the government a vehicle for taking over the growing numbers of Christian academies--bear striking resemblance to those used against the Equal Rights Amendment and, years ago, against the pioneering child care bill that passed Congress only to be vetoed by President Nixon.

Many Religious Right leaders, when pressed, admit they oppose the very premise that women are equal--or should be--under the law. They also oppose the entry of women into higher-paying nontraditional jobs.

At the center of their position is their contention that women are subordinate to men, according to the "Biblical Order" that they say is evident from a literal reading of the Bible. Religious Right leaders say that feminists--and role reversals due to the women's movement--can be blamed for much of the chaos in society today. "There have been role reversals in our society that have cost us dearly in morals," says Adams. "The divorce rate in America is indicative of a real extreme problem."

Adams is on the board of one of the newest Religious Right groups, the American Coalition of Traditional Values (ACTV), which was founded in 1984 by the Reverend Tim LeHaye, then of San Diego. Adams was a regional director of the 1984 registration and voter-turnout drive among fundamentalist churches. He was in charge of urging more than 100 pastors to register 100 percent of their church members--to vote Republican.

"What a lot of people don't understand is that there are a lot of us," says one of Adams's parishioners, antiabortion activist Barbara Gailey, who helped coordinate 250 "Christian" volunteers in Armey's congressional campaign. "You don't hear a whole lot about us in the national news--they'll cover six women picketing the White House but they won't cover 150 women inside," says Gailey, who was one of 150 women invited in October of 1983 for an Evangelical Christian Women address--the first by Reagan at the White House.

The core question is whether this newest conservative challenge is only a splinter movement that will grow quickly and fade away again. Or whether, instead, the current women's rights movement will ebb in influence as women return to "traditional" roles--perhaps because their other options are closed off, which was what occurred after both world wars and during the Depression.

For the moment, it is the new religious conservatives who are waxing. And they merit a closer look. The most famous, of course, is the Reverend Jerry Falwell, founder of the Moral Majority, a pre-1980 coalition. He and it became too controversial for the rest of the movement. Less-identifiable new coalitions were formed before the 1984 elections.

The most influential group is ACTV, which calls itself "a coalition among the leaders of America's approximately 110,000 Bible-believing churches." Among its members are organizations such as Moral Majority and Christian Voice. ACTV, now based in Washington, D.C., claims to have registered 2 to 3 million new voters and to have had a profound effect on elections in 1984.

How potent is the movement? National polls taken on election day showed that roughly 16 percent of the electorate called themselves born-again Christians or said they believed literally in the Bible. ACTV claims it speaks for more than 40 million evangelicals. However, religious analysts say that figure is vastly inflated, since evangelicals include people such as pro-ERA GOP Senator Mark Hatfield of Oregon.

President Reagan's pollster, Richard Wirthlin, says the Religious Right in essence took a page from what the Reagan campaign did in 1976 (when Reagan narrowly lost the nomination to Gerald Ford) and in his 1980 victory. "You are changing the political formula of the electorate by talking about values--family values and patriotism. That's very powerful appeal. Reagan did that in 1980 and pulled in the blue-collar ethnics."

Wirthlin sees Religious Right leverage as a major factor in the 1988 Presidential primaries, noting, "A minority can wield great influence in a primary." Many leaders of the Religious Right movement are lining up behind Representative Jack Kemp (R,NY) on tax-revolt issues, despite Falwell's praise of Vice President Bush.

How they're doing it is visible in Adams's church. A former police officer, Adams has been a fundamentalist pastor for 15 years in the U.S. and works with 4,000 born-again Christian pastors in Central and South America. (He distinguishes "Christians" from

Roman Catholics, as do many fundamentalists.) Adams's new church on the outskirts of Denton has grown quickly--and so has its political involvement. New, there are three GOP precinct chairmen, two voter registrars and a dozen other political organizers out of a congregation of 200. Its on-site Christian academy, begun three years ago with 23 students, now has 235.

A Time Ripe for Change?

The rise of the Religious Right is occurring against a backdrop of great social, economic and political change. These groups are capitalizing on the exhaustion, and often unease, many Americans feel from the fast pace of social change in recent decades. Concern is rising about drugs, pornography and family disintegration.

In society at large, there is a revival of debate about "women's role." The changing climate was made chillingly clear on "CBS Morning News" segment where economics writer George Gilder and Queens College political scientist Andrew Hacker talked about whether women are taking jobs away from men. Hacker argued that they were at a cost to their personal lives, since he said few men will want to be with someone who is their superior in work life. Gilder insisted that women aren't a serious threat to working men, since most don't stay around long enough to get the really good jobs, reverting instead to traditional roles as full-time mothers and nurturing wives. Women, whose successful infiltration of at least middle management in many companies has been helped in no small part by the push of the last two decades for greater participation by women, would do well to take notice of these voices.

This new conservative surge comes at a time of disarray in both Democratic and Republican ranks. Democrats are searching for their future. In analyzing the 1984 landslide loss, they increasingly blame "special interests" (women, for example) for capturing the party. (In reality, though, the rule changes for 1984 gave unprecedented control back to party regulars.)

Meanwhile, Republican moderates such as Robert Dole of Kansas have taken the Senate leadership posts but remain under siege from New Right single-issue crusaders for school prayer, a ban on abortion and additional tax cuts as a way to spur private-sector growth and curtail government.

The conservative challenge also comes at a time when many women's-rights groups face severe identity and financial crises. In the 1984 elections, gender-gap voting showed little of the Presidential-level potency its backers had predicted. While the feminists are vulnerable and preoccupied, if not politically impotent, Religious Right strategists are marshaling their forces.

Spreading the Net: The Hot Issues

What are their issues? Some are familiar targets, but even these appear to have worked well for the Religious Right in spreading its net wider among both lower-middle-class Americans and born-again yuppies in Sun Belt states such as Texas. The key ones: opposition to abortion, pornography, taxes--and government.

Abortion. Until the Old Right discovered the abortion issue and made it a linchpin of its efforts to organize white ethnics and conservative Democrats in the mid-1970s, only the Roman Catholic Church had been vocal in trying to overturn the 1973 Supreme

Court ruling. Now abortion is a major rallying point for the fundamentalists--at a time, ironically, when it is a source of growing division within Catholic ranks. This split was highlighted by last year's showdown between the Pope and 24 nuns who (with 73 others, including priests and theologians) had signed newspaper ads citing divergent views on abortion in the church. He threatened to force their orders to oust them if they didn't renounce the ad.

Pornography. This issue appears to be a major weapon in the arsenal of conservative crusaders. The Religious Right used to attack Democratic Vice Presidential nominee Geraldine Ferraro on a particularly visceral level. In a series of three television ads that saturated Christian television networks, Ferraro became the vehicle for assaults on feminists and Democrats in general. Featuring the 1980 Miss America Cheryl Prewitt, the ads attempted to link Ferraro to pornography through her husband's ownership of a building in which a tenant was a "girlie magazine" distributor.

Tax Cuts. Tax-cutting referendums still have potent appeal, nationally and within some states where the New Right and Religious Right have captured the grass-roots Republican party base. The convergence of religious and economic conservatives is a potent political force.

Civil Rights Act. The fundamentalists opposed the Civil Rights Act of 1984 because they believed it could have given the government the right to intervene in Christian academies if anyone there received Social Security, according to Gailey. This is not how other lobbyists on both sides of the fight interpret the act, but this view spurred many thousands of Religious Right believers to barrage Congress with letters of opposition. Judith Lichtman, executive director of the Women's Legal Defense Fund, says church opposition was a key factor in the 1984 defeat. This year, the Civil Rights Restoration Act was blocked by continued Religious Right opposition (led by freshman Representative Armey) and by the Catholic Church's insistence on including an antiabortion amendment to the bill.

Affirmative Action. The Religious Right is a major ally in Attorney General Ed Meese's attempt to persuade President Reagan to repeal the executive orders that require Federal contractors to set goals and timetables to hire more women and minorities where they are underrepresented.

What does it all mean? Much remains unclear. The political situation is in great flux. There is a clear challenge by conservatives--and some surprising allies--to the inroads made by the women's movement. This could undercut the broad-based support for antidiscrimination laws--even for shoring up the existing ones, such as the reintroduction of the Civil Rights Restoration Act to overturn the Grove City College v. Bell Supreme Court case, which gutted the sex-discrimination laws in education and imperiled four other antibias statutes.

Many larger questions must be asked, however, including whether the Religious Right conservatives are in any way correct in assuming that the country as a whole is ready to roll back the clock on social gains of the past two decades--most especially, on the equal-rights movement of women. This is a collision course of great importance. It is likely to occupy both the women's-rights activists and the Religious Right crusaders for years to come before final victories are declared.

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Negative Effects of Stereotyping on Men

BEING A MAN: BACKGROUND FOR TEACHERS

By David Sadker

Defining the Male Role Stereotype

From cradle to grave, the pressures of sex role stereotyping serve to channel and limit male and female behavior. There is, for example, no genetic reason why male infants should be dressed in blue and female infants in pink. The only apparent purpose for such a practice is to aid adults who might unwittingly compliment a male infant's "long lashes" or a female infant's "husky build." The colors serve to signal adults as to the appropriate behavior. Pink elicits "Isn't she sweet!" (Sweet may be replaced by "adorable," "beautiful," "cunning," "a knockout," etc.) Such comments may be complemented by soft touches and warm hugs. Blue, on the other hand, elicits "husky fellow," "looks like a football player," and "tough guy." The accompanying physical treatment given to boys is less warm than that given to girls, and, in fact, one study revealed that after 6 months of age, boys are picked up and hugged less often than girls are. (1)

As male infants become young boys, the differential treatment intensifies, and the lessons on male role expectations become more frequent. A boy who rejects aspects of this role is reprimanded more severely, in fact, than is his female counterpart. A girl who does not follow the socially approved expectations for females is often described as "going through a phase." She is allowed to be a "tomboy"--at least for a period of time. However, a boy who rejects the male role stereotype is awarded no such tolerance. The term "janeboy" does not exist.

Both at home and in school, boys are made to conform to rigid sex role expectations. Even the newspapers provide no relief. A popular "advice to the reader" column recently featured a letter from a parent who was deeply concerned because her young son was playing with dolls. There was no acknowledgment that doll play can be a harmless and, in fact, valuable way for boys to rehearse future parental roles. The columnist advised that if the "problem" continued, the boy might be "sick," and recommended that the child receive professional help.

Wherever boys turn, this sex role socialization continues. On television and in films, they view thousands of hours of violence and tough masculine models. From parents and counselors, most boys are channeled into male-oriented occupations and are encouraged to fulfill a masculine value system. To peers they must prove their toughness. So pervasive is the pressure that few boys are ever permitted to seriously question the worth and appropriateness of the male role stereotype. Before we explore the limitations of the masculine mystique, we must take a closer look at what this stereotype entails. As we examine the lessons of the male stereotype, however, it is important to remember that the behaviors described can be positive and healthy qualities when displayed by either males or females in situations where these behaviors are appropriate. They become negative and limiting, however, when they are required for or permitted to only one sex and when they are applied to all situations. The qualities discussed below in "The Lessons of the Male Stereotype" are described in their most extreme and stereotyped form, because this is often the way that they impact on young (and not-so-young) males.

The Lessons of the Male Stereotype

Lesson One: Stifle It

"Crybaby" may represent a common childhood taunt, but its echoes follow young boys into manhood. It is "unmanly" to cry. Boys are supposed to be strong and unemotional.

By 5 or 6 years of age, boys know that they are supposed to show neither fear nor tears. (2) As men, they have learned to present a strong and unemotional facade. The "strong, silent" type has become the model. Small disappointments and major catastrophes are to be treated with the same stoic response. Concealing fear, sorrow, doubt, and tenderness is a mark of being a "real man."

Lesson Two: Choose Your Occupation (from the following list only!)

Although our society offers a wide variety of potential careers, sex typing restricts the choices of boys and girls. For girls, the restrictions have traditionally been very severe, limiting females to relatively few socially acceptable careers which are often extensions of the nurturing role. Boys also encounter career restrictions. Boys who consider becoming teachers of very young children, nurses, dancers, or secretaries absorb social criticism for their occupational choice--or change their decisions.

Lesson Three: Money Makes the Man

Although acceptable career options for men are socially restricted, at least one characteristic of any acceptable occupation remains constant: It must pay well. The male has been designated as the primary, and often only, financial provider for the family. In fact, a man's ability to earn a substantial income has become a measure not only of his success, but of his masculinity as well. The size of a man's paycheck is a measure of his worth. A woman may glow in the green radiance emananting from her husband's wallet, pleased and proud to have pulled off a "real catch." To males, the lesson is all too clear: In order to be successful and desirable, earn, earn, earn.

Lesson Four: Winning at Any Cost

From the early years on, boys are taught the lessons of intense competition. On the athletic field, in school, and even in their social lives, most boys are driven to compete and to win, no matter what the cost. As adults, this cult of competition continues as many men vie to get ahead of one another for the best paying jobs and the earliest promotions.

The athletic field provides numerous examples of this pervasive competitive ethic. Uncontrollable anger from an 8-year-old second baseman on a losing Little League team is evidence of the early inculcation of this competitive drive. Former football coach Vince Lombardi summed it up well when he said, "Winning is not the most important thing. It's the only thing."

Lesson Five: Acting Tough

With few frontiers left to conquer and few wild animals left to subdue, men are taught nevertheless to be strong and tough. In our technological society, this toughness has become redirected at dominating women, conquering other men, and questing for power and money. Acting tough includes not only hiding emotions and competing at all costs, but also childishly demonstrating personal strength. It involves the ability to dish it out and to "take it," even when refusal to capitulate or compromise involves severe physical and psychological loss. Reason and compassion are frequently the victims when a man demonstrates his virility by acting tough.

Acting tough is required in both personal and public behavior; it is clearly valued in many of our most prestigious social roles, from corporate executive to military officer.

The Male Machine (3)

Marc Feigen Fasteau has summed up this masculine stereotype by way of analogy: As men learn these lessons in masculinity, they assume machinelike qualities. The complete fulfillment of the male stereotype results in a functional, efficient machine. Such a man/machine seizes the offensive and tackles jobs with a fervor. Personal issues wait along a sidetrack as he rumbles on straight-ahead to the victory he needs. Victory reinforces his competitive drive. Defeat is marked without emotion, and serves only to strengthen his resolve. His gears run efficiently, if not effortlessly, and his relationship to other male machines is one of respect, never intimacy. The male machine is programmed to operate in certain acceptable areas, and tends to become dysfunctional if forced into "inappropriate" occupations, like nursing or secretarial work. The machine is geared for victory, and victory is demonstrated by success, power, and, of course, money.

Men who buy into this image and who adopt the masculine stereotype are doing so at great cost. For inside the male machine lives a human being, an individual with the potential to go beyond this mechanical existence and to live a fuller, more diverse, complete, and longer life. But living in a society that molds and rewards the male machine makes it difficult to perceive the cost of male sex role stereotyping. The next section briefly reviews some of these costs.

The Cost of the Male Role Stereotype

Hidden costs have become a way of life in our society. The new washing machine, advertised for $199, costs $257 after installation, tax, delivery, and the $10 charge for "harvest gold" are added on. Hidden costs.

Male sex role stereotyping results in one of the great hidden costs of our society. This cost frequently goes undetected, for it is a natural part of the American landscape. But the cost is real and devastating.

Cost 1: Early Problems

Boys are pressured early to meet the demands of the sex role stereotype. Parents generally encourage their children to develop interests in those areas that they consider appropriate for their sex and discourage their children, particularly their sons, from activities that they consider appropriate for the opposite sex. (4) Such shaping of sex-typed behaviors may have consequences for the school performance of young males. Numerous studies have documented that in our culture young males experience a significantly higher frequency of reading difficulties than do young females. This is not the case, however, in cultures in which reading is typed as an important component of the male role. (5)

Cost 2: Barriers Between Men

Men who are committed to the traditional masculine stereotype find little time or reason to establish close relationships with other men. The competitive drive makes them adversaries, and reduces the desire for cooperation and friendship. The inability to share emotions and feelings hinders honest personal communication. To protect the image of self-reliant toughness, and to hide potential vulnerabilities, the stereotyped male develops an invisible communication barrier that keeps other men at a distance. The traditional male image is preserved, but at a high cost--nothing less than the friendship of other human beings.

Cost 3: Barriers Between Men and Women
Many aspects of the male stereotype inhibit positive relationships between men and and women. The overemphasized male commitment to a career can detract from the quantity and quality of time men spend with women. The inability of some men to share their feelings and self-doubts--in some cases the inability of men to be in touch with their personal feelings--may detract from an honest and open relationship. The pressure felt by men to continually compete and succeed, the same pressure which alienates them from their fellow men, also may restrict and limit the quality of their relationship with women.

In marriage, the male stereotype continues to limit the quality of male-female relationships. This is especially true because of the increasing number of wives now exploring careers outside the home. These women do not seek a marital partner who will play the dominant role of sole economic provider and family breadwinner. Rather, they seek partners willing and able to share in the family's economic venture. Men enmeshed in the male stereotype perceive the notion of a wife at work as threatening, perhaps even an indication of the husband's inability as family provider. This marital stress increases when working wives expect their husbands to depart even further from the male stereotype and share in the household chores. Men who perceive these chores as "women's work" and "unmanly" create further marital tension. Many of today's women are openly demanding a sharing of their traditional homemaking roles, and a husband unable to grow beyond the male stereotype may find his marriage just another statistic in the mushrooming divorce rate.

Cost 4: Weekend Fathers
The fulfillment of role demands pulls many men away not only from their wives, but from their children as well. Long hours invested in career building and moneymaking are at the expense of time spent with children. One recent study revealed that a majority of new fathers had never changed a diaper (6), an interesting comment on the lack of contact between father and child. For many of these fathers, this estranged relationship continues as their children grow into adolescence. Mothers often assume the major parenting function, as men become weekend fathers. The distance between children and their fathers is another measure of the cost of sex role stereotyping.

Cost 5: The Career "Lock-In"
Because of the pressure to earn, earn, earn, men often find themselves victims of the career lock-in. Initially they are forced to consider only the more lucrative positions, even if they are not interested in these jobs. Once involved in their chosen careers, there is no exit. If, after 10 or 20 years, a man becomes bored or uninterested in his work, he literally cannot afford to explore alternatives. With the family's financial well-being totally in his hands, his decisions are no longer his own. Sex role stereotyping locks women into household tasks, and men into a job that brings money, but not necessarily self-fulfillment.

Cost 6: The Leisure and Retirement "Lockout"

The other side of the career lock-in is the leisure and retirement lockout. When men devote a great deal of time first to competing for the best jobs and promotions and then to guarding and maintaining their hard-won positions, there is little time left to develop leisure interests. The single-track nature of many men's lives becomes even more apparent during the retirement years. At a time when the rewards of lifelong efforts should be reaped, these men find themselves drifting aimlessly as their well-trodden paths of the office or business door are closed off. Without work, they are also without direction or purpose. The suicide rate for retired men is several times that of retired women. (7)

Cost 7: Physical Disability and Death

The obvious muscular superiority of most men over most women leads to a common misconception: that men are stronger than women. Since we live in a world where muscular strength is of less and less importance, endurance and other areas of physical strength become more crucial. And in those areas, men are the weaker sex. They have a greater susceptibility to stress. After years of driving to compete, striving to get ahead, shouldering economic burdens, and hiding their doubts and fears from others, men fall victim to heart attack and stroke. Men are likely to die at an earlier age than women: the average lifespan for women exceeds that of men by about 8 years. Although the susceptibility of men to serious disease and earlier death may be due in part to biological differences, the economic and psychological burdens of male sex role demands may take a significant toll in the physical well-being of men. (8)

Cost 8: Society's Masculine Nature

The preponderance of men in the leadership positions of our institutions casts a long shadow over the very nature of our society. The tough, competitive, emotionless, male role stereotype permeates our political, economic, and military institutions. The aggression of corporate executives "on the move," the "flexing of muscles" and the "rattling of swords" of political leaders, and the stoic masculinity of military men all reflect the male sex role stereotype on a grand scale. At these institutional levels, the effects of male stereotyping touch the lives of all society's children.

Many of the same costs inflicted on men individually are also inflicted on the society at large. The single-minded commitment to "winning" permeates our institutions, sometimes leading to illegal and immoral acts in order to win a profitable contract or to pass laws in the self-interest of legislators. Conscience and reflection are submerged as private and public institutions become involved in a headlong and sometimes mindless mission of self-interest. Lack of emotionality is considered a societal virtue and given the respectable label of "efficiency."

In international affairs, many nations have adopted the masculine mystique as part of their foreign policy. A "show of strength," a lust to protect or add to a nation's territory, the aggression of and competition between nations--all this and more reflects aspects of machismo, the masculine stereotype, on an international scale.

It is impossible to predict how different the world might be if cooperation, compassion, and interpersonal honesty were the hallmarks of international relations. And unfortunately, we do live in a world in which the resort to force may be necessary in issues concerning national self-defense and human freedom. But frequently, nations are too eager to prove their strength through tough words and tough actions. And the world is a less safe, less sane place because of it.

Confronting the Male Role Stereotype

It is time that we understand and confront the damaging effects of our society's traditional conceptions of sex roles. As teachers, we can participate in moving the next generation beyond these limiting definitions of masculinity and femininity. Boys and girls are not polar extremes, in spite of all the lessons of the socialization process. Society should accept boys who are dependent and gentle as well as girls who are strong and assertive. It is time society recognized the universal and fundamental human qualities of all its children.

The human potential lost to society as a result of sex role stereotyping is impossible to estimate. Psychological studies suggest that females who adopt the feminine stereotype score low on self-esteem and self-acceptance, but high on anxiety, relative to females who do not adopt the stereotype. Men who accept the male stereotype also demonstrate high anxiety and low self-acceptance relative to other males. Both males and females who are highly sex stereotyped score lower on creativity and intelligence tests than those who are not as sex stereotyped. (9)

In the final analysis, when all the psychological and sociological costs are tallied, when all the philosophical and legal arguments for equality are advanced, the real human commitment to liberation for men and women remains an intensely personal one. In the next few years, if society is to alleviate the restrictions of male stereotyping, it will be as a result of the beliefs and actions of individuals. The willingness and ability of individual teachers, men and women, to confront this issue, can be a significant force in moving our society away from the debilitating effects of sexism.

From "Being a Man: A Unit of Instructional Activities on Male Role Stereotyping," by David Sadker. Washington, DC: U.S. Department of Health, Education, and Welfare, 1977.

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TIES THAT BIND: THE PRICE OF PURSUING THE MALE MYSTIQUE

Imagine a world where

- a man not only worked to support his children but had time to know them well as people;
- a man felt comfortable expressing a full range of human emotions--doubt, need, and grief among them;
- a man could live out his natural life span, free of the threat of early heart attacks and ulcers.

Maybe you already live in that world. If so, count yourself lucky. Lots of people don't.

And many boys and young men today are preparing to lock themselves out, too. They're already pursuing the "male mystique," the old notion that a man must be a successful earner first and a person second--a tough and unemotional person at that. Bound and gagged, some men call it.

The women's movement has shown how out-dated assumptions about women block their freedom to achieve and stunt their earning power.

There's a flip side to that coin. Traditional stereotypes exact a toll from men, too. Understanding the price they've paid can help us give kids the freedom to live in that happier, not quite imaginary world.

Boys in a Bind, at Home and in School

Growing up male in our society can be tough. Boys learn that it's not enough just to be themselves, that they must somehow prove they are full-fledged males.

The cardinal rule for boys is "don't be like a girl." Boys find that certain natural human experiences--nurturing others, being aesthetic, sensual, emotional--are taboo, because society labels them "feminine."

Boys may be taught harshly and impatiently to conform to society's expectations of their sex. While parents may view their "tomboy" daughter with tolerance and affection, nobody wants a "sissy" son.

A boy's deepest emotional ties may be with women. After all, women--mothers, grandmothers, preschool and elementary teachers--raise the children in this country. The demand that he be nothing like the adults he feels closest to can trigger tremendous conflict inside a boy. Studies show a high level of anxiety in very "masculine" boys who try to do away with everything "female" in themselves. (1)

If he can't be like girls and women, who can a boy safely emulate? Since fathers traditionally aren't home much, most boys can't learn "to be a man" by spending a lot of time with one. They may fill the vacuum with distorted information from peers and older boys and from media images--John Wayne, Superman, the "Hulk"--that could make anyone feel like a failure.

The traditional "masculine" ideal may put up a stumbling block for young boys in school. Many boys come to view quiet activities, like reading, as "feminine," and therefore not something at which boys should excel. Research suggests that the need to prove his "masculinity" may push a boy into academic problems in elementary school. (2)

- For every girl with academic problems in elementary school, there are four boys.
- Two-thirds of grade repeaters are boys.
- In elementary remedial reading, boys outnumber girls two to one. (3)

Messages that equate manhood with toughness and a refusal to compromise may contribute to the high rate of male disciplinary problems in school, and the harsh discipline deemed appropriate for boys may breed even harsher behavior. (4) "A kid at my school was hung up on being a tough guy," recalls one educator. "He loved the Fonzie image. He would rebel at any authority. 'Look at me, I'm so cool,' doesn't improve a kid's learning ability."

The Athletics Connection

> *Except for war, there is nothing in American life--nothing--which trains a boy better for life than football. (5) --Robert F. Kennedy*

Americans traditionally view competitive sports as a big part of a boy's preparation for a man's life. Athletics have become another proving ground for masculinity, producing a tidal wave of pressure on boys to play sports and, above all, to win.

For many, that pressure may drown out the genuine benefits of athletic competition. If a boy can't "make it" as an athlete, he is likely to feel inadequate. He may quit, and lose out on the real pleasures of sports--the exhilaration of exercising full out and keeping fit, the fun and camaraderie of teamwork. Or he may keep trying, setting standards that have nothing to do with what he really wants or enjoys. (6)

Men and Women

Traditional relationships between the sexes often put different burdens on men and women. In the dating game, the male has been expected to play the aggressor, bravely facing down the possibility of rejection. To call Mary, and then Sue, for a Saturday night date, he may need an armor-plated ego. And the old rules deny him the pleasure of being asked out himself.

When traditional role expectations rear their heads in marriage, many men feel trapped, pressured, not free to be themselves. "I'm supposed to know about the cars, to know what every little rattle is," says one man. "But I don't know that and I don't really want to know that. That's not in my job description."

The old system ties "manhood" to "money." A "real man" is expected to bring home all the bacon his family needs, all by himself. But what if his income isn't enough? What if his wife wants a paid job? "I fought it tooth and nail when Ruth looked for a job," one man reports. "We needed the money, and she was determined. But I felt somehow inadequate as a man." More than one marriage has foundered on those rocks.

Winning Bread

Men work. The two words fit hand in glove in most people's minds. And, too often, it's not enough just to work--a man must move "up." "It was difficult for me to go into and stay in elementary teaching," says one educator. "People say, "Is that all you want to do?" They assume that male teachers want to be administrators."

Sometimes, no matter what a man does, it seems he can't win. An ambitious man who puts in long hours may find that his family resents him for being away from home so much. Yet if he gives his job less prominence in his life, he may feel and may be looked upon as "lazy" or less masculine. "Any man who not only says he wishes he could spend more time with his children, but actually does so, is suspected by his associates of not being properly ambitious." (7)

Under the traditional rules of the game, men have little option of staying home. There is "no set of beliefs that allows men to value themselves without regard to the marketplace." (8) If a man loses or quits his job, it can be psychologically , as well as financially, devastating. As one man puts it, "My father firmly believes that a man without a job is nothing." Not just hungry, but nothing.

Shouldn't a man feel valuable--quite apart from his paycheck?

Fathers

> *My father worked hard to support us. He'd come home tired, fed up. My mother did the child rearing. But I needed daddy. I needed him. He'll never know how much.*

Many men want to be closer to their children, but the old assumption that mother means "mommy" and that father means "bread-winner" can set barriers between dads and their kids.

First, the sheer amount of time many fathers must spend at work exacts a toll, in hours and in energy, that may not leave much for daughters and sons.

Perhaps even more damaging is the rigidity built into the male mystique, the discomfort many men feel in the nurturing role because they've been told it's not manly. And the gap between father and his children may continue into adulthood. "The closest I come to father is a handshake," says one man.

When daddy participates in child rearing, it's often in the role of the "heavy." "On everyday things, my mother set down the rules," says another man. "But when it was a crisis or 'somebody's gonna give you spanking,' it was always my dad." "Just wait 'til your father gets home..." is an all too familiar refrain.

Men in Hiding

> *When a man's self is hidden from everybody else...it seems also to become much hidden even from himself, and it permits disease and death to gnaw into his substance without his clear knowledge. (9)* --Sidney Jourard

The mark of the male mystique is the refusal to indulge one's pain, either physical or emotional. A man learns to keep himself hidden. But he may pay a price for his facade of strength.

Many men learn to ignore their bodies' distress signals, until those signals refuse to be ignored. "Because it's weak to admit you're sick," says one man, "I drag myself to work when I've got the flu." Since men resist treatment during earlier stages of illness, when they do end up in the hospital, they tend to stay an average of 15 percent longer than women do. (10) And men die eight years before women do on the average. (11)

Little boys, trying to measure up to "ideal" images of unemotional men, may find themselves boxed in. "I wanted to be a mountain man as a kid," one man reports, "tough, gritty, able to withstand any adversity. But I was just tough, I couldn't talk." Isolation is the mountain man's middle name.

A boy learns not to ask for help when he needs it; later, a man may "take to the hills" when he's troubled, to work it out alone. It doesn't always work. One father said his son had often hiked the Appalachian Trail when he felt bad. Two days earlier campers had found the young man's body in a small mountain tent. He'd shot himself. (12)

Suicide statistics dramatize what may be the ultimate price of the male mystique. While four times as many women as men attempt suicide, men actually kill themselves nearly three times more often than women do. (13) Among women, suicide attempts may often be a last-ditch cry for help. Women tend to use milder means in their suicide attempts, preferring pills, say, to guns or hanging. It may be that men, forbidden to ask for help, dare not bungle their suicide. They dare not fail, even at self destruction.

Believe it or not...

One little maxim, "big boys don't cry," may imperil the health of millions of men.

Research William H. Frey has reported finding a stress related biochemical in tears of anguish that is absent in other tears, such as those caused by eye irritation. Social pressures on American men not to cry may harm their health, says Frey, by making them retain stress related biochemicals.

Peptic ulcers, more common in men than in women, are among the diseases which Frey says may be aggravated by the suppression of tears. (14)

Breaking Away

Educators have a tremendous opportunity to help students of both sexes expand their concept of what it means to be a man, what it means to be a woman. Women's struggle to break out of old expectations offers men a chance to break free, too. But many boys are blind to their new opportunity. One father puts it this way:

> My son is a macho weight lifter, a wrestler. He feels a woman's place is to be at home, to look after him. He's so obnoxious about it. "That's women's work, not men's work," he says. In these modern days and times, some gal's gonna have to love him an awful batch to put up with him until he gets himself together. She really is. Otherwise, she'll choke him to death.

Schools can help students grow in their understanding of the world in which they'll work, marry and raise a family. Boys of all ages need permission and encouragement to learn about being a parent, to feel comfortable nurturing children. They need to know that the previously lonely burdens of breadwinning and housekeeping will be shared responsibilities in many households.

Students need to know about new kinds of partnerships between women and men. One teacher works full-time while her husband spends most of his days at home, writing. "His family and his father's old army buddies bug him about it," the woman reports. "Our landlady makes cracks. 'When will you start acting like a man?' they ask. But he shrugs it off. He's doing what he really wants to do. And I like working a regular job."

Educators in many districts are working to free students from old notions about sex roles. They're:

- training staff on issues of sex bias and sex equity;
- examining, replacing and supplementing biased materials;
- sparking student discussion on changing sex roles;
- encouraging students to consider a broader range of classroom and career options; and
- supporting "pioneer" students who take a chance on fields of study that are new for their sex.

Parents and community groups are getting in on the act, too. They're

- forming coalitions of local groups concerned about sex equity in school;
- reviewing biased materials and suggesting alternatives;
- interviewing staff and students for their perspective on sex equity in school;
- collecting data on enrollments in traditionally single sex classes;
- reporting to the community on progress and problems.

School and community efforts are bearing fruit. One junior high principal had worried about trying coed physical education with 13-year-old boys. Many of them were self-conscious about their athletic ability, and the principal feared they'd resist "performing" in front of girls. But the students' reaction surprised him. "It seems they could release a lot of worry, tension and self consciousness because they were together in an easy and relaxed situation," he reports. "The integration of...P.E. and ...industrial arts has made for a healthier atmosphere. Children are not playing a role anymore." (15)

That's all anyone could hope for.

TIES THAT BIND (page six)

Writer: Robin Gordon
Special Consultant: Amanda J. Smith

"Ties That Bind" launches PEER's new series of occasional papers on significant sex-equity-in-education issues. PEER is a project of the NOW Legal Defense and Education Fund. Created in 1974, the project has received support from a number of foundations, including the Carnegie Corporation, the Ford Foundation, the Charles Stewart Mott Foundation, and the Rockefeller Family Fund.

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NEGATIVE EFFECTS OF SEX ROLE STEREOTYPING ON MALES AND FEMALES

NEGATIVE EFFECTS ON MALES

Academic

- not usually raised to be quiet, passive or dependent, so adjustment to school, where they have to sit still and keep hands to selves, can be difficult (Center for Sex Equity, 1988)
- less socialized to develop listening, communication and interpersonal skills (Grayson & Martin, 1985)
- may view quiet activities, such as reading and writing, as "feminine," and therefore not something at which to excel (PEER, 1981)
- criticized by teachers in harsher or angrier tones than females for equivalent actions (Jackson & Lahaderne, 1971)
- four times more likely than females to have academic problems (PEER, 1981)
- outnumber females in elementary remedial reading programs two to one (PEER, 1981)
- over sixty percent more likey than females to be grade repeaters (American University, 1982)
- more likely to receive lower grades (American University, 1982)

Psychological and Physical

- suffer over 98% of the major diseases (Farrell, 1986)
- on average, live 7.8 years less than females (Farrell, 1986)
- must often live under relentless pressure to perform (Larrick & Merriam, 1973)
- judged a failure if do not achieve status and wealth and work to support a family (Astrachan, 1986)
- must be willing to take risks, face danger and engage in violence without hesitation (Astrachan, 1986)
- not supposed to express full range of human emotion, including doubt, need and grief (PEER, 1981)
- supposed to be a successful earner first and a person second (PEER, 1981)
- resist treatment during early stages of illness; when end up in hospital, stay 15 percent longer than females

NEGATIVE EFFECTS OF SEX ROLE STEREOTYPING (page two)

- commit suicide three times more often than females (PEER, 1981)
- feel pressure against revealing any signs of weakness; rather, must seem tough, cool and in control (Ohio State University, 1988)
- higher rates of alcholism, drug abuse, heart attacks, strokes, high blood pressure and other circulatory illnesses (WBVTAE, 1986)
- higher rates of men in prisons and juvenile detention centers (WBVTAE, 1986)
- more likey to be physically abusive of others (WBVTAE, 1986)
- not expected to participate fully in parenting, which can deprive them of the positive rewards of nurturing (Bamgartner-Papageorgiou, 1982)
- can feel like "status object," valued more for paycheck than for themselves as people
- can feel vulnerable to rejection since supposed to initiate all social contacts with the other sex
- less likely than females to be close friends with one another (American University, 1982)
- more likely to be victims of accidents related to sports, dangerous vehicles, such as motorcycles, and, through violence (American University, 1982)
- can build expectations that are higher than their actual achievement levels; can lead to high levels of anxiety (Gray, 1957)

Careers and Family Relationships

- higher trends toward excessive involvement in work (WBVTAE, 1986)
- after being denied nurturing experiences, may be unfamiliar with how to nurture their own children (Ohio State University, 1988)
- encouraged not to enter certain occupations, such as teaching or nursing (American University, 1982)
- not encouraged to think of playing an active role in family life

NEGATIVE EFFECTS ON FEMALES

Academic

- less assertive in the classroom; males call out the answers and get the teacher's attention, while females sit patiently with their hands raised (Sadker & Sadker, 1985)
- face more reprimands from teachers for calling out answers than males (Sadker & Sadker, 1985)

- teachers more likely to do things for female students, which reinforces dependence; males more likely to get detailed instructions for doing things themselves (Sadker & Sadker, 1985)
- females less likely to take math and science courses or participate in special or gifted programs in these areas (Sadker & Sadker, 1985)
- females participate less actively in discussions; they do more smiling and gazing and are more often passive bystanders in conversations (Sadker & Sadker, 1985)
- whereas males receive feedback for their task performance, females receive feedback related to their appearance (Grayson, 1985)
- whereas males receive messages that they can succeed if they exert effort, females receive messages that less is expected and accepted; "you can do it if you try," vs. "well, at least you tried" (Grayson, 1985)
- as teachers solve problems for female students, and do not encourage them to work through a problem, females can develop "learned helplessness" (Grayson, 1985)
- females more likely to attribute success to external causes and failure to internal causes; failure seen as insurmountable; "It's just me, I'm not good at this and I can never succeed" vs. "If I put in more effort I can succeed" (Fennama, 1985)
- teachers interact with males and females differently, more often linking the failure of boys to lack of effort rather than lack of ability (Fennama, 1985)
- female students receive less encouragement to achieve in the classroom (Baumgartner-Papageorgio, 1982)
- the classroom actually spends more time on male learning deficits than on the learning deficits of females; female students are not the primary focus of the energy and resources of the school (Harvey, 1986)
- female students get less special intervention on their behalf in the classroom
- even though females start out ahead of males in early grades, achievement test scores of females fall as they reach high school (American University, 1982)

Psychological and Physical

- test scores indicate that female students have lower self esteem and are less likely to feel valued and valuable (Search Institute, 1988)
- females use a more tentative style of communication (Sadker & Sadker, 1985)
- research indicates that both males and females consider it less desirable to be a female (Tavris & Baumgartner, 1983)

- females taught that their most valuable asset is their appearance (Baumgartner & Papageorgiou, 1982)
- females taught to be dependent, compliant, fearful, inactive, incompetent, needing help and protection (Baumgartner & Papageorgiou, 1982)
- females taught to expect restrictions (Baumgartner & Papageorgiou, 1982)
- by high school less likely to think can do college work and demonstrate a decline in commitment to employment (American University, 1982)
- less money invested by educational institutions in athletics for females (American University, 1982)

Careers and Family Relationships

- a ten year study following the lives of 80 high school valedictorians showed that two-thirds of the females began reporting lower levels of intellectual self-esteem and less ambitious career aspirations by the time they were seniors in college (New York Times, 1987)
- females receive messages that it is best to not work outside the home, but if one does, one should choose from a limited number of less financially rewarding career options (Baumgartner-Papageorgio, 1982)
- females who do work for pay outside the home, still do over 70% of all home and family work (Cowan, 1985-1986)

THE HAZARDS OF BEING MALE

by Gayle Early

It used to be that males could model themselves after that all-American hero, John Wayne. He was tough, rugged and plenty adventurous. Problems were solved in a gun-slinging match or a fist fight, whichever came first.

But in today's society the John Wayne image is being shot down. Important categories of traditional male work like the cowboy or lawman are being ambushed by the advent of automated equipment and the emergence of women in traditionally male jobs.

Warren Farrell, author of The Liberated Man, calls John Wayne the "Moses of Masculinity," and pictures him complete with a tablet on which are written the "Ten Commandments" of traditional maledom:

1. Thou shalt not cry or expose other feelings of emotion, fear, weakness, sympathy, empathy, or involvement before thy neighbor.
2. Thou shalt not be vulnerable, but honor and respect the "logical," "practical" or "intellectual"--as thou definest them.
3. Thou shalt not listen except to find fault.
4. Thou shalt condescend to women in the smallest and biggest of ways.
5. Thou shalt control thy wife's body.
6. Thou shalt have no other egos before thee.
7. Thou shalt have no other breadwinners before thee.
8. Thou shalt not be responsible for housework--before anybody.
9. Thou shalt honor and obey the straight-and-narrow pathway to success: job specialization.
10. Thou shalt have an answer to all problems at all times.

But the problems associated with "old male" socialization are reflected in men's health statistics:

men live, on the average, almost 10 years less than women;

males commit suicide 300 percent more often;

all the major diseases leading to death show significantly higher rates for males;

men have higher murder, assault and battery rates; and

men show a significantly higher rate of drug and alcohol abuse.

Men who throw themselves entirely into their careers at the expense of other things in their lives, including family, male friends and sports, feel very dissatisfied.

This results in a midlife crisis, which actually can occur at any age, whether it's 25 or 70. It happens when you realize that life is passing by and you're no longer in control or exercising the options you once thought you had. This can manifest itself in a number of ways.

A 40-year-old man can wake up one morning and realize that he's spent the last 15 years immersed in his career and he's totally neglected his relationship with his wife, which has now deteriorated. Or a 45-year-old man can wake up one morning and realize he's been so immersed in career or social responsibilities that he hasn't shared his daughter's or son's growing up in the last 15 years and now they're leaving the home. And he's going to be alone with his wife and they don't know each other anymore.

Or it could be a man who's been in a relationship for 10 years with his wife and may or may not have children, and he realizes that he's let all his male friendships go.

It can also involve men who live their previous sports existence vicariously, through the sports page in the morning newspaper or by watching the ball games on the weekend. They no longer actively participate in sports, and thus have given up a rewarding part of their lives and the opportunity to develop other male friendships, which are essential.

There are a number of men who, if they were really true to themselves and compared how they feel about themselves now with how they felt about themselves when they were 18, they would sense that something is missing, something that wasn't accomplished, some expectation that never materialized. Don't give up. You haven't lost.

Excerpted from the Chico News & Review, July 11, 1985. Reprinted with permission.

RELUCTANTLY, HE EMBRACES FEMINISM'S GOALS

by John M. Bryson

I suppose that most men come to feminism the same way women do: by a very personal route. My own route has included a lifelong enjoyment of the company of women, marriage to an ardent feminist, a wonderful daughter and son, and some feminist colleagues and students who have taken on the task of educating me.

It only occurred to me that I might be a feminist after two of my feminist colleagues called me one. At first I was disturbed, even unnerved. Can one be a male and a feminist at the same time? I finally concluded that it was possible to be a male feminist, and that the world would be a better place if more men were.

That I would count myself a feminist at all, however, is still hard for me to believe. After all, I grew up in the Appalachians. To be male there meant hunting, fishing, football and wrestling; cars, courage, patriotism and a healthy dose of foolishness. And it meant being grateful for women at the same time one was grateful not to be a woman.

In that culture praise came from all corners--especially from women--for being male. I grew used to being indulged. I was glad for the positive strokes, and for the forgiveness of transgressions that were written off with the exasperated statement, "He's just being a boy."

There was a very hard edge to that culture, however, and not just for women. There was intense competition among the males--in sports, for grades, for money, for status, and for the privilege of being chosen by one of the women other men prized. There was also precious little praise of males by other males.

I learned to prefer the company of women, or mixed groups, to all-male groups. My preference was for positive reinforcement and cooperation, instead of little or no positive reinforcement and competition. I'm no dummy.

I clearly have benefited from being male, especially a white male. Which is why I have become a feminist reluctantly. To be a feminist (at least to me) means three things: First, one favors elimination of gender as a consideration when it isn't appropriate (for example, in most hiring and promotion decisions). Second, one does use gender as a criterion when it is appropriate (for example, when seeking more equitable treatment of school athletic programs for women). Third, one also supports reasonable policies that improve the status of women and help children.

What I'm talking about, basically, is fairness--and the good consequences that might flow from it. The reason I've come to feminism reluctantly is because it's obviously difficult to give up some of the good things that come to one who lives at the favored end of an unfair system. And yes, the system clearly is unfair. It's unfair that men generally receive more positive reinforcement than women. It's unfair that women generally receive lower wages than men for the same work. It's unfair that women usually end up with more child-care responsibilities and less income when they get divorced. (As a result, an unconscionably large fraction of the nation's poor are children.) And the sexual abuse of women is more than unfair; it's criminal.

So I ask myself, is that the kind of world I want to live in? Is the privilege of being male worth the pain and suffering many women (and children) endure? For me, the answer is no.

There is a T-shirt that says, "Reality isn't always the best choice." Indeed, it isn't. I want a different world. I want a better world. I want a world where my wife and daughter don't have to worry about physical harm from men. I want a world where my daughter's dreams won't be distorted or crushed. I want a world where more work groups include both sexes. I want a world where merit will be judged based on achievement, not ascription.

I've discovered that what I really want in the world--good relationships, friendship, love, good work, a secure home, physical safety, peace, justice, freedom and enough adventure to keep things interesting--are what most feminists want. But unless more men openly advocate those things, too, we won't get the kind of world we all deserve. Changes not supported by a huge fraction of men simply won't happen. It takes power to change the world--the power of women and men.

Right now it seems to me feminism is one of the major forces aimed at making the world better. That's why I support feminism. Further, I believe there is a large group of thoughtful men who are or can be (reluctant) feminists. If that male force can be informed and better directed, the world envisioned by feminists--male and female--can be this world.

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A MAN NEEDS A LODGE

By Keith Thompson

Opening the door is easier than Roxanne imagined it would be, as is walking out into the humid morning air. Gary sits there, says nothing, watches her go. Both know she won't be living in that house again. He knows their 10-year marriage has been getting "weird" (his word), but he doesn't believe Roxanne would ever just...leave. Now she's gone. He folds his clenched hands onto the kitchen table and stares, numbed, through streaked glass at the neighbor's vacant back yard.

Weeks pass. Roxanne files for divorce. Gary joins a group of men who get together one night each week to talk about problems with work, tensions with women, hassles with their kids, doubts about living and, occasionally, fears of dying.

At first Gary listens to other men's stories. "I assumed from the start that my own problems were stupid and trivial, so I just shut up." By the second meeting he's talking. To his surprise the men listen, so he continues talking. About Roxanne. About all women. About "how women are." His voice fills with an anger he tries to control. One of the men in the group leans over and whispers, "You don't have to swallow your anger. Not here." Gary pauses, and then thinks to himself: "Right." He stops swallowing it long enough to let out a bellowing roar, one that lifts him off his chair and onto trembling legs.

Looking around the room, expecting rejection, he's surprised to see smiles. Sinking back into his seat he feels warm energy running up his spine. "That's all for now," he says, finally laughing at himself. The men laugh with him and then a rich silence fills the room. For the rest of the evening he listens to others talk about what's going on in their lives. By the end of the meeting, he has had a striking realization: Other men have similar problems!

In nearly every culture, the lodge--as a mythic image, a metaphor and often a physical place--has been associated with certain qualities of men being together. In traditional cultures the sweat lodge is where songs and prayers are offered all through the night. Other lodges feature the sounds of billiard balls and poker chips. When Ralph Cramden and Ed Norton or Stan Laurel and Oliver Hardy needed time to get themselves out of trouble, especially with their wives, they invariably headed for the lodge.

Although sweat lodges, Elks and Rotary gatherings and men's rap groups don't serve precisely the same functions, they do tend to share some rather enduring ideas: Refuge. Sanctuary. Privacy. Friendship. Camaraderie. Brotherhood. As a physical location, the lodge provides retreat from concerns about money and work, family pressures and responsibility to roles prescribed by what Jung called "the collective."

And a place to get away from women. Not because women are wrong, or the enemy, but because they are, in fact, *women*, and men are *men*, and men and women need time away from one another.

As Gary discovered, when the male lodge takes the form of a men's talk-group, it can become a context for the naming of male wounds--wounds that often fester because men don't talk about them. Another power of the male lodge--whether as actual physical place, mythic motif, mode of conversation and presence, or simple pleasures of friendship--is that it allows men to develop feeling judgments about values of their own, and to establish patterns of relationship unconstrained by the notion that women are the rightful arbiters of what constitutes feeling. Because intimacy, and feeling in general, is defined in our culture as "a feminine mode," male intimacy is seen not as *different* from women's, but as defective when *compared* with women's. In James Hillman's phrase, feeling in our culture is "over-determined" by women:

"First of all mothers, next sisters and aunt, grandmothers and teachers, and then childhood lovers exert their influence over the development of the feeling function in men and women." By no means are these remarks--mine or Hillman's--intended to blame women. It seems evident that the unconscious absorption of the feeling-as-feminine equation places impossible burdens upon women as well as men, although burdens of different kinds.

Men's therapy groups, poker clubs, fishing cabins, pool halls, ski condos, rain-or-shine running partnerships, men working together on an extended project: all have been known to invoke the lodge archetype without much notice. Perhaps the lodge can be said to exist in the form of any context allowing a group of men to *be real* together: sometimes in silence, other times through words--especially words that help work through some of the gnarled stuff that keeps old wounds from forming scar tissue, and thus from healing.

I don't mean to suggest that your average Moose lodge is a place where men can be found sitting around "exploring their woundedness." (Not even in California.) One of the enduring factors in "making a lodge" is the *indirect* presence of the wound in the very stipulation that, "at least for tonight, in this place, we gather together apart from every other identity we carry at any other time--provider, father, husband, lover; in this place, now, we gather *as men*."

This shared understanding is in itself a way of getting on speaking terms with the wounds specific to being male, a process quite different from the subtle (and usually solitary) bragging that often underlies our overly heroic versions of defeat and failure. ("It was all for the good--I've learned many lessons.")

Where, then, is the lodge for men today? How does one get there?

The lodge door opens wherever and whenever men ask questions about their feelings, their relationships and what it is that hurts or haunts them. This is the path of *living* our wounds--not refusing their dark energies, their veiled gifts, the opaque depressions that somehow open to new depths of the soul.

I'm not suggesting we shift from Rambo's denial of pain to Sartre's romanticizing and idealizing it. Rather, I'm reaching for words and images to connect the sufferings of male spirit with confidence, as in *confiding*; with *entrusting* to fellow men the knowledge of private wounds.

The task of lodge-building doesn't require us to stop talking to women; only that we start talking to each other. "Man to man," as my father, and every father, has at one time said. The way of the lodge.

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SPEAKING OF FRIENDS

by James Maas

excerpt from the prologue

Both of my sons left the San Francisco Bay Area a few years ago--one to escape the urban environment, and the other to start a new career--and moved to places far enough away that we'd be seeing each other only on special occasions like Christmas or weddings or three-day weekends. The week or two before each of them left felt hollow to me, and I thought often and fondly about the recent past and the lunches we sometimes ate together and the ball games we went to. It wasn't until after they had gone that I realized that they were more to me than sons; they were friends too. I didn't have men friends with whom I did those things except on rare occasions, so I missed my sons, and I found myself thinking of them in the past tense--as lost friends.

Their leaving started me thinking about friends and friendships in new ways. I became aware of how few close friendships I have had with men. My closest friend, I realized, is my wife Helen.

I realized how dependent I am on Helen for friendship. So many of the needs I have for friendship have been satisfied because of the things she does for me. I don't need to call a friend to see if he wants to go running or to a movie. I hardly have to do anything at all, because she's there. We go places together or we do nothing together--whatever pleases us.

Something else I became aware of is that most of the men I know, other than those I see at work, are *our* friends. I know them mostly as the husband half of a couple, rather than as men I call my personal friends. And it's more than coincidence, I'm sure, that whenever there are four, six or eight of us together, I generally find it easier to talk with the women than the men. Of course, I do talk some with the men, but all too often for my tastes the conversations drift toward the world of sports, politics and other impersonal subjects. There often seems to be a barrier between us that prevents us from getting into personal topics like our joys and worries as males. But talking with women, it's much different. I can talk comfortably with them about my relationship with my sons, my career, my health, my disappointments, the joy of watching my grandniece and grandchildren grow up--almost anything I want to, except possibly sex. Maybe the ease of communication between us is because we *are* different sexes, and I don't feel I'm competing with them, or maybe it's because I learned early on to be more guarded with men.

excerpt from the epilogue

Talking with the men who contributed to this book was a project filled with insights. One was the perception of who has closer friends: men or women? Most men were quite sure that women have more and closer friends than they do, but the majority of women I talked to disagreed; most believed that their conversations were no deeper or more intimate than men's. I am not interested in proving this point. I want simply to demonstrate that men have, and are capable of having, stronger bonds of friendship than most men and women imagine. If I've discovered anything from the interviews, it's not that men have more or fewer friends than women, it is that men relate to their friends in their own way.

Without raising the question, the topic of competition has come up repeatedly. Subtle or direct, it is that jockeying for position, that measuring up, that comparing performance with, that men complained of so frequently. More than any single factor, it is competition that makes it so tough for many men to get close to other men who could be good friends.

The qualities that men most value in their friends is their capacity for acceptance and their ability to listen. It is the quality that makes the difference between acquaintances and friends. I knew [that was] what I wanted in a friendship, but I didn't know how to find it. The first step was the decision to find out from other men what their friendships were like, and how different other men really are from me. I found, by talking with others, that I am not all that different from far more men than I dreamed of. Like me, many find it easier to talk with women. Like me, many are dependent on their wives for friendship. Like me, many of them have no idea to whom they will turn for support should their wives die first. Like me, many have very few close friends. Like me, many are hungry for male friendships. Un-like me, many have beautifully warm, close friendships. The question for me is: What is different about the men who have close friendships?

I don't know if they gave me the answer or whether I am readier now to understand words I had heard before, but the real "highs" have come from do[ing] something with what I learned. As a result, I stopped comparing myself to other men, and I stopped thinking that the "system" is at the root of the problem. Blaming the system, I realize now, is a "cop-out" that will not make one single friend for me. I decided that if I want friends, *I* must make the effort. *I* have to reach out.

[One man] said: "You can either let nothing happen, or you can sort of try." That helped me see that letting nothing happen is a decision too. So I made the other decision; I tried reaching out. And it has worked! The little bit of effort I put out has produced a small treasury of new relationships and new friends. One is with a brother-in-law for whom I have a stronger sense of a generous, sensitive man. My brother has become more than a friend to me, more than a brother; he's a very special man in my life. Another "high" has been getting to know my sons as men I enjoy being with. We talk as men who want to be together without having to wade through the old garbage of resentments and unfulfilled expectations.

Perhaps getting older has mellowed me and helped me to think of them, not as extensions of me...*my* sons, *my* brother, *my* brother-in-law...but as *they*, men with their own gifts and their own needs. No matter; my new friendships with Morris and Allan have very little to do with mellowing. We are friends because we reached out to one another. The effort that [we] made to get close to one another has been so well-rewarded that I wish I had met them years ago. Our friendships are sheltering trees for me.

From Speaking of Friends: The Variety of Man-to-Man Friendships, 1986, Shameless Hussy Press. Excerpted by and reprinted with permission of the author.

MALE SEXUALITY: MOVING BEYOND THE MYTHS

by Merle Longwood

When I began teaching Christian ethics in the late 1960's, I found Helmut Thielicke's The Ethics of Sex particularly helpful. It explained to my students the logic, if not the validity, of the traditional "double standard" in sexual morality. Accepting Thielicke's "order of creation" argument, I taught that women invest more of themselves in sexual relationships than do men. The sex organs are so designed that women receive something into themselves whereas men are relieved of something, and these physiological differences, Thielicke suggested, help us understand why men have polygamous tendencies while women tend to be monogamous.

Today I not only think that Thielicke's interpretation was based on a simplistic, physicalist notion of natural law, but that it evidenced a masculinist bias. The feminist and gay liberation movements have challenged me to consider how much Thielicke's--and my earlier--views reflected the experience and biases of white, middle-class, heterosexual males. Feminist and gay scholarship has helped make us aware of the ways in which the traditional "double standard" view has distorted our interpretation of female sexuality.

So far, however, gay and feminist scholarship has not had a comparable impact in helping us appreciate the complexity of male sexuality. As Bernie Zilbergeld suggested in a pioneering study a decade ago, we now believe that "female sexuality is complex, mysterious, and full of problems, while male sexuality is simple, straightforward, and problem free (Male Sexuality, 1978, Bantam, p. 1). The essential myth about male sexuality that Zilbergeld identified was genitally focused, and can be summed up in the title of his third chapter: "It's Two Feet Long, Hard As Steel, and Can Go All Night: The Fantasy Model of Sex." Accompanying this fantasy model about the size, potency and durability of male genitalia are, according to Zilbergeld, nine subordinate male myths that focus on physical rather than relational and emotional dimensions of sexuality, emphasizing performance, intercourse and orgasms (such as "A man always wants and is always ready to have sex"; All physical contact must lead to sex").

Of course, when real men compare themselves with this model they discover they don't measure up. Male sexuality is at least as "complex, mysterious, and full of problems" as female sexuality. At one time or another most men experience premature ejaculation, impotence or trouble reaching orgasm. The popularity of workshops on sexual issues at men's conferences and of self-help books on male sexuality, such as Michael Castleman's Sexual Solutions: An Informative Guide (Simon & Schuster, 1983), indicates that many men are aware of and want to do something about their sexual problems.

Zilbergeld listed a tenth myth of male sexuality that he called a more recent development inspired by the sexual revolution: we believe that the other myths no longer have any influence on us. In fact, the small amount of literature on male sexuality is focused almost entirely on problems related to those myths. Very few studies go beyond a concern with genital activity to deal with the difficulties men have sustaining intimacy, men's love/hate feelings about machismo, sexual images in films and popular culture, sexuality in the workplace, men's violence toward women, men's attraction to pornography or men's attitudes about fatherhood.

I do not want to discount the importance of sex as a biological need. Men in our culture tend to have too limited a conception of sexuality, thinking of it almost exclusively in terms of coitus, but the church must not therefore shy away from discussing genital sex in frank and specific terms. In the discussion that follows, therefore, I will move back and forth between focusing on sex in its narrower meaning and on sexuality in the broader sense that includes psychological, religious, symbolic and cultural dimensions.

As we consider how Christian theology and ethics can help us illuminate male sexuality and guide behavior, our ultimate point of reference is the person of Jesus Christ. We do not have a detailed account of his sexual life, but as the church has always affirmed his full humanity, we must assume that he was aware of and accepted his sexuality as a good gift of God. And from what we know about his life and teachings we can assume that his responses to particular issues of sexual expression would have been based on whether they built up or destroyed the human community in its relationship to God. The New Testament gives us a portrait of a man who accepted himself, overcame alienation from God, was open to the world, and developed close relationships with women and men in what we would now call androgynous responses, combining gentleness and strength, intuition and logic, love and justice.

Our ethical framework for understanding sexuality, then, must emphasize social justice and the common good, while also being responsive to the diversity of individual needs in the complex human community. Our most basic obligation is to work out an understanding of male sexuality that satisfies the requirements of social justice. The Christian faith requires us to stress equality, equal regard for all persons, and treatment of people in ways that meet their most basic needs. Social justice construed in this manner has a number of implications for how we develop and support relationships, of which I will mention two major ones, each of which has some subdivisions.

First, we need to develop an understanding of human sexuality that affirms egalitarian rather than hierarchical patterns of relationships. Traditional understandings of male sexuality assumed that men were superior and women were inferior, and at least some of the roots of this view can be traced to the Christian tradition. In much of Christian thought women have been defined as subordinate to men, as human beings who lack the fullness of the image of God.

In addition, our tradition has valued "masculine" attributes more than "feminine" ones--thinking more than feeling, abstraction more than concreteness. Men have been conditioned to treat their bodies as instruments to be manipulated, the bearers of an irrationality which must be controlled. Those "masculine" feelings that are expressed--particularly aggression and sexual desire--provide a very limited basis for men to establish the shared goals and trust necessary for developing and maintaining intimate relationships.

Perhaps because they do not really regard women as equals, many men do not respond positively in sexual activity to women's preference for a wide range of sensual play over the whole body. In any case, men tend to focus more narrowly on genital contact. Our language betrays a masculinist bias: holding, cuddling, hugging, kissing, caressing, and all other forms of expressing physical affection before coitus are described as "foreplay"--before the main event. Men have been conditioned to distrust and repress the "irrational," "frivolous," sensuous aspects of sexual play that can open up an experience of sexuality that is diffused throughout the body.

Rethinking roles in egalitarian terms means redefining parental roles to allow men and women to share childcare responsibilities, household tasks and the earning of the family income. Such an arrangement is not only equitable, but actually beneficial to men, for as Samuel Osherson has suggested in his moving book Finding Our Fathers: The Unfinished Business of Manhood (Free Press, 1986), when men respond to the deep yearning within themselves for more contact with their children, they can begin to heal "the wounded father" within themselves.

Children can also benefit from a redefinition of parental roles: they get to see justice implemented into the structures of family life--justice understood as fairness, mutual accountability, appropriate responses to specific needs, and respect for differences. Children can learn that neither parent's work is more important than the other's, that the amount of money earned is not what makes work valuable, and that no household tasks are gender specific.

Churches, too, need to emphasize egalitarian rather than hierarchical patterns of leadership. They need to resurrect those traditions of collaborative leadership, in which women shared responsibilities with men, that were present in the early Christian community. As Matthew Fox has playfully suggested, churches need to make community more like dancing in Sarah's circle than climbing Jacob's ladder (A Spirituality Named Compassion and the Healing of the Global Village, Humpty Dumpty and Us [Winston, 1979]).

A second aspect of justice as it relates to sexuality is the rejection of all interpretations of relationships based on stereotypes--gender, sexual preference, race, age or class. Male sexuality has been especially conditioned by prejudices against people of other races and against homosexuals. The intertwining of sexism and racism has created such stereotypes as the impotent white man, the virile black man, the sacred white woman and the animalistic black woman.

It is the latter image that, perhaps more than any other, illustrates the depersonalization and injustice that we white males have internalized into our sexuality. Two decades ago, Calvin C. Hernton examined each of these stereotypes, and his description of man's inhumanity to woman comes through most powerfully in his observations about the experiences of black women: "...after nearly four centuries of oppression, having been raped, murdered, lynched, spit upon, pushed through back doors, denied human respect, thought of and treated as sluts and mammies and Negresses, fit only to breed and suckle babies, after having been sexually depersonalized and taken bodily for the having, the Negro women of the modern era are just beginning to be recognized as human beings, as sexual creatures clothed in their own personal skins..." (Sex and Racism in America [Grove Press, 1965], p. 166).

In White Hero Black Beast: Racism, Sexism and the Mask of Masculinity (Pluto, 1979), Paul Hoch argues that the relationship between sexism and racism must be understood in order to comprehend white men's tendency to oppress women as well as members of other cultures they regard as inferior. Hoch delineates the conflict between "hero" and "beast" in our culture as a struggle between two different understandings of manhood, in which civilization is identified with whiteness and barbarism with blackness. The dynamic of sexism and racism is present in our churches at every level.

Homophobia, the irrational fear of same-sex attraction, has had a crippling effect on the development of heterosexual men's personalities, to say nothing of the devastating effect it has had on gay men and lesbian women. Homophobia undergirds men's tendency to reject behaviors that are passive and gentle and to "prove" their masculinity through aggressive and violent behavior. It makes it difficult for men to develop intimate friendships with other men, and it complicates men's relationships with their sons and their fathers. With the AIDS crisis and the heightened awareness of discrimination against homosexuals that it has fostered, churches have an unprecedented opportunity to fight homophobia and bring about reconciliation. We need to interpret sexuality in such a way that women as well as men--without discrimination based on race, age, social class or sexual preference--are recognized as people who have the capacity for independence and choice, who have the right to say No and to say Yes to expressions of affection.

Finally, we need to understand sexuality in the light of the common good, for sexuality is both deeply personal and profoundly public. Strategies for dealing with such issues as pornography or sexual violence in the family, for example, must be concerned with both the needs and rights of the individuals involved and with the common good of the community.

We have a long way to go in rethinking our theology and ethics in relation to male sexuality. One source from which we might derive some clues is in the so-called men's liberation movement. One group in the movement is the National Organization for Changing Men, which supports the continuing struggle of women for full equality and affirms the social changes that feminism has brought about for men as well as for women. NOCM has opposed economic and legal discrimination against women, rape, domestic violence, pornography and sexual harassment. It has also fought homophobia, which it believes has not only caused injustice to gay, lesbian and bisexual persons but has had a debilitating effect on heterosexual men. It opposes discrimination based on sexual orientation, and attempts to work against oppression based on race, class, religion and physical condition, all of which it believes have connections to sexism. Through its conferences and standing task groups, NOCM provides opportunities for men and women to be educated and to work for social change.

NOCM, whose national membership office is located in Los Angeles, holds an annual national conference. Its other activities include sponsoring speakers and workshops, leafletting campaigns and protest marches, debates, films and slide shows, dances and receptions that do not discriminate on the basis of race, gender or sexual orientation. The organization publishes annotated bibliographies and topical newsletters, in addition to Brother, its house organ, and Changing Men, a journal exploring the various issues with which the group is concerned.

Perhaps NOCM's goals and activities can serve as a model for churches and for theologians as we men attempt to disengage from the myths that have kept us imprisoned and to move forward to a true affirmation of both men and women as sexual beings in God's good creation.

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Sex Role Stereotyping and Career Choices: NTOs

WHY SEX EQUITY?

WHY PROMOTE NONTRADITIONAL OPTIONS?

Strengthen Families by minimizing economic strain, training people for flexibility, increasing father's interaction with children, and increasing the value, respect, and dignity in the work of the family.

Reduce Poverty and Increase Tax Revenues as people obtain higher paying jobs and the cycles of unemployment, underemployment, and welfare dependency are broken.

Increase Worker Productivity by a better matching of individuals with jobs, by minimizing tense work environments, by increasing new and innovative solutions to work related problems, and increasing job satisfaction.

Meet the Needs of Employers for skilled workers in certain industry and certain job categories where shortages are expected.

Help Employers fill affirmative action requirements.

Reduce the Effects of Declining Enrollments by recruiting new women students and by increasing dual enrollments.

Improve Vocational Education's Curriculum for all students by questioning assumptions and traditional teaching methods and by updating those where necessary.

Improve Vocational Education's Ability to meet new and emerging occupational training demands and to assist displaced workers.

Improve Vocational Education's Image through new and increased publicity and by actualizing a commitment to serve all students.

Attract New Industry by ensuring a skilled and diverse workforce.

Developed by Barbara Bitters, Wisconsin Department of Public Instruction

ADVANTAGES OF NONTRADITIONAL JOBS

Nontraditional jobs offer a variety of advantages. Some of the major rewards include the following:

Salary

Nontraditional jobs often afford the opportunity for better pay for women. With more jobs to choose from there is a better chance of getting a better-paying job. Jobs traditionally held by men do pay better wages. Furthermore, men working in jobs which are nontraditional for them (the female-dominated jobs) often earn more than women who work in those fields.

Advancement Opportunities

Nontraditional jobs, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction work, a worker can move from apprentice to journeyworker, to supervisor, to superintendent, and so on. Workers in some trades start their own contracting businesses.

Benefits

In nontraditional jobs which are unionized, the wages are usually higher; various fringe benefits and job protections may be negotiated.

The Work Itself, Satisfaction

The greater the range of experience a job offers and the more options it makes available, the greater the chances for self-satisfaction.

Education/ Training

Most nontraditional jobs require specialized skills, which are usually compensated according to the amount of training or education. Apprenticeship training, for example, usually provides beginning wages equal to half of what the trained journeyworker earns. As the apprentice learns and performs better, she or he generally receives periodic increases in wages. When training is completed, the apprentice is usually earning 90 percent of journeyworker wages. This process enables trainees to earn while they learn.

Work Hours

Many nontraditional jobs in the skilled trades have potential overtime pay. Also, these jobs often provide a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often higher.

WINC (Women in Nontraditional Careers) Curriculum Guide, Women's Bureau, U.S. Department of Labor, 1984.

MYTHS REGARDING WOMEN IN NONTRADITIONAL OCCUPATIONS

by Constance Drake Cauley

You have decided to go into a certain occupation or occupational field. Normally all you have to do is find out where to get the training you need and where to get the job. Getting into a nontraditional career is the same in principle, but a bit different in practice. Nontraditional jobs for women have certain myths surrounding them which traditional jobs do not have.

If you have looked into nontraditional work to any extent, you probably have heard "This is a man's job--women can't do men's work." Or "When you put a female in with all those men, you're only asking for trouble." But arguments such as these and many like them are not based on reality. They are myths--problems which exist only in the minds of employers, male workers, and sometimes women themselves. Myths or not, however, they can present real difficulties to the women who need to get trained and hired. It is important, therefore, that you know what they are and how to answer them.

Sex Stereotyping

A myth which presents one of the greatest problems is "sex stereotyping"--the notion that certain jobs were for men only and others were for women only. Many men and women still tend to think that way. Men are machinists and plumbers; women are nurses and secretaries. If the job requires average or above average physical strength it has probably been labeled a man's job. If it means getting dirty, it has probably been labeled a man's job. It has been important to many men and women that women be protected from hard physical labor.

However, both men and women tended to overlook the fact that women are not really spared physical labor. Cleaning house, carting children and groceries from the market, being a farmwife, etc. takes a good deal of physical effort. Deborah P. is now a teamster who drives a cement-mixer. "I worked harder cooking in a small restaurant than driving the truck. Taking care of a house and kids is harder still. And last year I made three times more than I did before--I made $29,000!"

Nevertheless, marriage and homemaking was--and often still is--viewed as woman's main goal in life. Her training and education looked toward this end. Linda O. notes that "girls weren't allowed in shop when I was in high school. We took home economics, not shop. That was a forbidden thing." Over the years the male and female labels stuck. The myth came to be regarded as fact. And if it were not for the low pay of the "female" jobs, women would probably still be accepting the labels today and working only in traditional roles.

Many women continue to work in traditional jobs, and a lot of them enjoy their work and feel no need to change careers. But some of these "pink collar" workers would like to get a nontraditional job. They may even have tried. And when they tried, they may have met with sex stereotyping. Chances are they didn't know how to respond to it.

How do you answer the "man's work--woman's work" myth? Certainly you have a right to choose whatever type of job or job training you want. But a response based on economics is usually more convincing than one based on equal rights. It's hard to argue with a simple, straightforward statement such as "I have to make a living too," or "The dentist doesn't give me a discount because I'm a woman." When men ask her why she wants to do "hard work like that" Deirdre M., an electrician apprentice, looks them in the eye and responds: "I work for the pay and the respect--just like you." Linda O., a truck driver, finds that "men think these jobs are only for men. But I tell them I have a family to support, too--it really makes them think."

Anyone--employer, instructor, or co-worker--can understand and identify with financial needs. As one male said to a hostile co-worker about the new woman in the plant: "Hey, man, don't hassle the lady. She's no Women's Libber--she's just trying to earn a living!"

Myth That Women Lack Strength for "Men's Work"

Employers may exaggerate the strength needed for the job, too. Linda O. stresses that "you do need to know the physical requirements beforehand. But you don't have to be Superman to do most of these jobs." It is important to remember that most of the 35,000 occupations in today's work force have no special strength requirements.

Scientific and engineering technician jobs, for example, require little physical strength. Jobs in the industrial and building trades probably require the greatest physical strength. Many plants and employers, however, have special equipment for the very heavy jobs. But even when they don't, many women find they can adjust to the physical demands of their jobs.

Deirdre M., for example, says that she how has "a lot more confidence in my physical strength and my ability to develop skills. I took a physical fitness course to develop my upper body strength. That was very important." Miriam W., a pipe fitter, found the work "physically demanding, but the paycheck was worth it." Linda P., an electronics service technician, notes that "we have to lift motors, generators, TV's. I need help carrying TV's. I've joined a health spa to work out. If the job is strenuous, physical fitness training is essential. But even men need help lifting heavy TV's."

Joan C., a machinist, discovered a surprising side benefit in her new physical fitness. "I like the fact that my body is stronger....The work has built up my upper torso muscles. I like knowing I can handle myself in situations I didn't expect to, such as the factory situation....It gave me confidence in other areas of my life too--I'm a lot more assertive in how I walk down the street at night. Men walk like they're tough--I've learned how to do this. And I feel more of a woman now."

Women in the more physical jobs all stress the importance of physical fitness. They agree, however, that physical requirements need not be a real barrier, and they urge other women to "hang in." Sharon C., a telephone lineperson, explained that she had no special help with the physical requirements of her job. "So I ached a lot at first. When I couldn't lift heavy weights, I got frustrated. But as time went on my muscles developed, and it's a lot easier now."

Some employers may tell you the job's too hard for you. You can point out that many traditional jobs are just as physically demanding as many nontraditional jobs. Waitress, LPN, and household worker are examples. Assure such employers that you're in good physical condition and not afraid of hard work. But be sure you are in shape before you start or you can hurt yourself.

If it's really tough at first--and it may be--keep in mind that you'll get used to it. After all, you got used to carrying twenty pound bags of groceries in each arm. When she felt discouraged, Rita S., an operating engineer apprentice, focused on the rewards. "Twenty or thirty years from now, I'll be able to say--'See that bridge? I had a hand in that.' That's neat!..."

Myth That Women Lack Temperament for "Men's Work"

Besides exaggerating the physical requirements of the job, some employers may feel that women don't have the "temperament" for a "man's job." By this they generally mean, "Women don't like to get dirty," or "Women are afraid of machines." Or they think that women in industrial or building trades won't be able to adjust to factory settings and construction sites where men may sweat, swear and strip to the waist.

First of all, it should be remembered that not all jobs are dirty, nor do all jobs involve noisy and/or greasy equipment. Most jobs in the technologies are clean jobs. Equipment may be complex and delicate, but it is seldom the large, dirty equipment that may be found in some industries. And even when it is, most women adjust to it just as men do.

Dorothy M., a tool and die maker, told us she was afraid of the machines--but she got used to them. Lynn W., a construction laborer, confesses that when she held a jackhammer, "at first I thought it would run away with me! It didn't though, and I did what I had to do." Rita S., the operating engineer apprentice who likes to build bridges, gets really carried away on the subject of machines. "To move earth, big I-beams for a person only five feet tall made me feel so powerful! You can't beat the money and it's great working outdoors--the machines fascinate me!"

And what about women not liking to get dirty? For Ivora W., a construction worker, dirt is a fact of life. "If you worry about being clean, forget it." But it doesn't bother her. Barbara J., an auto mechanic, doesn't mind the dirt and the grease either. The new grease cleaners now on the market help also. On the other hand, "if you don't like to get very dirty" she says, "go into some cleaner field." With some 35,000 occupations to choose from, you can find many that are "clean" jobs. And as Deirdre M., an electrician apprentice points out, "No, I don't like to get dirty. I doubt that most men do, either. So when I come home, I just wash it off."

But what about the factories and construction sites being bad environments for women? Nurses see men's bodies and cocktail waitresses hear bad language. So do waitresses in truck stops. Janie C., a drafter, worked in a factory that made putty guns. She discovered that "at work, the men were more uncomfortable than I was. They worried about what to call me if not a 'draftsman.' They took their nudie pictures down and stopped telling dirty jokes. The men weren't hostile--just perplexed. They had to--or felt they had to--clean up their act." And Catherine F., an electrician, just laughed. "No--no change. I haven't picked up the swear words."

How to answer the employer? You might smile pleasantly and say, "It won't bother me if it won't bother you..."

Myth That Women on the Worksite Cause Disruptive Sexual Relationships

Sometimes employers are afraid the presence of women workers will distract the males on the job. They may worry that the men will get involved sexually with the women.

Some women find that men expect this and will "test" women--especially younger women. They may make passes or tell sexual jokes and generally give the women a hard time. But this happens on the office too, and employers don't show alarm at that. Deborah P., the teamster who drives a cement-mixer, feels that what ultimately happens depends a great deal on the women. "If you flaunt yourself, men will expect you're easy. But if you come across straight they'll leave you alone."

There will probably always be that initial testing, however, even in traditional jobs. But this generally stops once the men realize you are there to work and do a good job. A simple reassurance to a worried employer might be: "Look, I'm here to work, not get a man. I only want a job."

Myth That Women Cause Employers Additional Expense

Occasionally employers will argue that they can't afford to add separate toilet facilities for women. Generally, however, the present facilities can be locked. You can simply tell the employer you won't object to taking turns with the men. If they don't already lock, you can point out that a lock really doesn't cost much. Neither does an "Occupied/Vacant" sign.

These are the myths that many men and some women will cite when you say "nontraditional job." But the bases for these myths are so weak, you can answer them with a pleasant but direct response and get on with your business--getting and keeping a nontraditional job.

From Time for a Change: A Woman's Guide to Nontraditional Occupations, by Constance Drake Cauley, developed by Ellis Associates, Inc., September 1981.

WOMEN AND NONTRADITIONAL WORK

Nontraditional jobs for women are defined as those jobs in which 75% or more of those employed are men.

In 1988 51.7 million women were employed; 4.7 million women (9%) of all working women were employed in nontraditional occupations.

Occupational Categories	# of women	Examples
Managerial, Professional	600,000	architect, lawyer
Technical, Sales, Administration	600,000	pilots, electronic technicians
Service	300,000	barbers, detectives
Craft, Production, Repair	1,200,000	auto mechanic
Operators, Fabricators, Laborers	1,500,000	typesetter, truck driver
Farm, Forestry, Fishing	500,000	farmer, logger

Between 1983 and 1988, the number of women in nontraditional jobs remained relatively unchanged at 4% of the total workforce.

Differences in race, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs.

	% of All Women Working In:		
Characteristics	Traditional		Nontraditional
Race	85%	white	86%
	15%	nonwhite	14%
Age	48%	under 35	45%
	52%	over 35	55%
Marital Status	58%	married	55%
	42%	single	45%

Women in nontraditional jobs earn 20% to 30% more than women in traditional occupations.

Traditional Female Jobs	Women's Median Weekly Pay		Traditional Male Jobs
Secretary	$312	$392	Mechanic/Repairer
Child Care Worker	$179	$281	Motor Vehicle Operator
Textile Sewing Machine Op.	$191	$440	Mail Carrier
Data Entry Keyer	$298	$335	Construction Worker

When women work in the same occupations as men they still do not earn equal pay.

Occupation	Women's Wage	Men's Wage	Wage Gap
Mechanic/Repairer	$392	$441	11%
Motor Vehicle Operator	$289	$383	27%
Mail Carrier	$440	$505	13%
Construction Worker	$335	$423	21%

Over the past 5 years, the greatest increase of women entering nontraditional jobs has been in the professional occupations.

	Percent Female	
Occupation	1983	1988
Lawyer	15.3%	19.4%
Physician	15.8%	20.0%
Photographer	20.7%	30.7%
Mngr, Marketg/Advertisg	21.8%	32.0%

Even though most working women (74%) are in nonprofessional occupations, gains in those nontraditional jobs have been slight over the past 5 years.

	Percent Female	
Occupation	1983	1988
Electrician	1.5%	1.4%
Upholsterer	26.2%	22.0%
Machinist	4.1%	4.8%
Telephone Installer	9.9%	12.1%

Public Policy

Public policy supports but does not ensure the entrance of women into nontraditional employment and training.

Job Training Partnership Act:

- Provides federal resources for employment and training.
- Authorizes funding for basic skills and job training in nontraditional areas.
- Aims to reduce welfare dependency and increase employment earnings.
- Targets services to special populations including women, minorities, handicapped persons, and welfare recipients.

However,

- JTPA serves only 5% of its eligible population.

- 70% of those successfully completing JTPA programs are placed in jobs at less than $5 an hour.
- In 1986 little more than 9% of all females who were enrolled in classroom training were trained for nontraditional jobs.

Carl Perkins Act

- Provides federal resources for vocational education.
- Focuses on sex equity in vocational education and encourages nontraditional enrollments.
- Targets single parents and homemakers through sex equity programs.

However,

- Sex segregation in vocational enrollments has changed little in 20 years.
- In 1988 only 7.2% of school districts requested and spent sex equity funds.
- In 1988 only 5.4% of school districts received awards under single parent set asides.
- Without strong placement assistance, many female students have difficulty finding nontraditional employment after completing training.

Lack of enforcement weakens the intent of laws and policies supportive of women in nontraditional jobs.

Title VII of the Civil Rights Act of 1964

- Prohibits discrimination on the basis of sex, race, color, religion or national origin in determining wages.

Equal Employment Opportunity Commission Guidelines of 1980

- Interpret Title VII as prohibiting sexual harassment
- Define two forms of sexual harassment: Quid Pro Quo--submission as a condition of employment; and Hostile Environment--unwanted behavior that interferes with job performance.

Title IX of the Educational Act Amendment of 1972

- Prohibits discrimination on the basis of sex by educational institutions receiving federal funds.

Equal Pay Act of 1973

- Requires an employer to pay equal wages for men and women who work in the same establishment and whose jobs require the same skill, responsibility and work conditions.

- Exempts pay differences based on seniority, merit system, production or a factor other than sex.

Executive Order 11246

- Prohibits discrimination by federal contractors and requires them to undertake affirmative action for women and minorities.

- Enforced by Department of Labor's Office of Federal Contract Compliance Programs.

Barriers

Barriers inhibiting entry of women into nontraditional training and employment are complex and interrelated.

Social/Cultural

Socialization to traditional female roles

Unsupportive family and friends

Negative attitudes of classmates and co-workers

Lack of self-confidence and assertiveness

Lack of female role models

Limited experience with tools and mechanical operations

Education and Training

Limited information provided about nontraditional options

Females directed toward traditional classes

Lack of support for sex equity efforts by instructors and other personnel

Lack of prerequisite classes such as math and science

Limited access to on-the-job training and apprenticeships

Lack of support services--child care, transportation, counseling, etc.

Sexual harassment in classrooms

Isolation in classrooms

On-the-Job

Discrimination in hiring, firing, promotion or lay-offs on basis of sex, race, age, physical build/ability

Sexual harassment on-site

Isolation on the work site

Lack of support from unions

Lack of support services

Sexual Harassment

Women in nontraditional jobs or training are at greater risk of sexual harassment. Unwelcome behaviors can include teasing, jokes, remarks and questions, deliberate touching; letters, telephone calls or materials of a sexual nature; pressure for sexual favors; sexual assault.

Sexual harassment is against the law. Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment.

Employers can be held liable for sexual harassment. 1986 Supreme Court case (Meritor Savings Bank v. Vinson) established right to seek legal remedy under Title VII. Subsequent decisions define liability, calling for explicit and timely actions by employers to prevent and end harassment.

Women can take specific steps when faced with sexual harassment:

- Tell the harasser to stop the offensive behavior.
- Document all incidents of harassment.
- Notify your supervisor, union representative or other appropriate person of the harassment.
- Know your company or school policy on sexual harassment and follow its procedures.
- Consider filing a formal grievance or complaint if the above steps do not remedy the situation.
- Stay on the job.
- Find support from family, friends or other groups to help you through the situation.

Strategies

Strategies to overcome barriers must focus on changing institutions and providing individual support to women.

Institutional Change

Enforce Title VII, Title IX, Executive Order 11246

Use vocational education funds for nontraditional sex equity programs

Target women for nontraditional training by JTPA programs

Establish and enforce policies against sexual harassment in schools and businesses

Train all employees on sexual harassment prevention

Provide in-service training on sex equity for school personnel

Hire female instructors in nontraditional programs

Target recruitment messages; review materials for bias

Provide information on nontraditional careers to families

Individual Support

Provide career exploration activities

Require 3 or more women on work crews

Assist with child care and other support services

Organize support groups for women working in nontraditional jobs

Establish support groups for female students in nontraditional co-ed training classes

Include assertiveness training for women as part of an overall curriculum

Develop mentorship programs

Establish scholarships for nontraditional students

Recognize the achievements of nontraditional students

National Commission on Working Women of Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005 (202) 737-5764

SOME NONTRADITIONAL JOB OPPORTUNITIES FOR WOMEN

Professional
Engineering
Law
Medicine
Science
Mathematics
Geology
Environmental Science
Architecture
Landscape Design
Forestry
Geography
Anthropology
Foreign Service
Journalism
Psychology
Educational Research/ Administration
Accounting
Protective Services (Fire/Police)

Training Programs
Auto Mechanic
Diesel Mechanic
T.V. and Radio Repairer
Auto Body Repairer
Electronics
Machinist
Replacement Parts Mgmt
Welding
Drafting Technician
Surveying
Mechanical Engineering Technician
Forestry Technician
Chemical Technician

Technical
Airline Pilot
Air Traffic Controller
Computer Technician
Computer Programmer
Electronics
Radio/T.V.
Drafting
Chemical Technician
Medical Technician
Surveyor
Photographer
Engineering Technician
Mathematical

Skilled Crafts/Trades
Telephone Repairer
Office Equip't Repairer
Small Appliance Repairer
Tool & Die Maker
Computer Repairer
Shipfitting
Construction
Plumbing
Electrical
Auto Mechanics
Diesel Mechanics
Masonry
Carpet Layer

Apprenticeships
Drywall Finisher
Lather
Carpenter
Electrician
Metal Fabricator
Millwright
Plumber/Pipefitter
Bricklayer
Cement Mason
Glazier
Plasterer
Iron Worker
Painter
Heavy Equipment Operator
Tilesetter
Air-Conditioning Mechanic
Meatcutter
Printer
Boiler Maker
Carpet Layer
Welder

Marketing
Commission Sales
Graphics
Advertising
Freight Forwarding
Shipping (Domestic/ International)
Transportation (Airlines/Trucking)

Other Jobs
Sales: Commission
  Auto
  Insurance
  Furniture
  Appliance
Laboratory Technician
Dental Lab Technician
Driving
  Local
  Long-Haul
  City Bus
  Taxi
  Ambulance
  Commercial Driver
Furniture Mover
Heavy Equipment
Greenskeeper
Fire Fighter
Fire Watcher
Tree Planter
Park Aide
Meter Reader
Utility-Telephone Installer
Sewage Treatment Operator
Water Treatment Operator
Chemical Plant Operator
Gas Station Attendant
Tire Changer
Parts Runner
Shipping & Receiving Clerk
Mail Deliverer
Office Equipment Repairer
Appliance Repairer
Laborer, Road/Construction
Production/Mill Worker
Flag Person
Security Guard
Warehouse Worker
Lumber Yard Attendant
Roofer
Cabinet Maker
Upholsterer
Store Detective
Custodian

From WINC (Women in Nontraditional Careers) Curriculum Guide, Women's Bureau, U.S. Department of Labor, 1984.

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS

This survey provides you with an opportunity to express your opinions about the obstacles that would be (or are) encountered by women who choose to seek jobs in fields usually dominated by men. The results of the survey will help us assist women to establish careers in the field of their choice, whether it be one usually dominated by women or men.

On the following pages you will find a series of statements that may or may not keep women from seeking a job in an area that is usually dominated by men. You are asked to express your feelings about how much or how little you agree with each statement.

There are no right or wrong answers, so do not hesitate to respond to each statement exactly the way you feel.

Directions for Marking Your Responses:

A. In making your responses circle 1, 2, 3, 4, or 5 as below:

1 **SA Strongly Agree**--if the statement describes an obstacle that would have considerable impact on women's career development.

2 **A Agree**--if the statement describes an obstacle that would have moderate impact on women's career development.

3 **U Undecided**--if you are not sure whether or not the statement describes an obstacle that would have an impact on the career development of women.

4 **D Disagree**--if the statement does not describe an obstacle that would have considerable impact on career development.

5 **SD Strongly Disagree**--if the statement describes an obstacle that would have little, if any, impact on career development.

B. When selecting your responses, consider the response words as if they were points on the same straight line.

SA	A	U	D	SD
1	2	3	4	5

C. Below are sample statements with responses shown.

	SA	A	U	D	SD
People have trouble getting into business.	1	2	3	4	5
Career fields are hard to get into.	1	2	3	4	5

D. Please do not omit any items.

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS (page two)

	SA	A	U	D	SD
A. A woman may decide *not* to enter careers that are usually held by men because:					
1. She wasn't told she could	1	2	3	4	5
2. She doesn't want any hassle on the job	1	2	3	4	5
3. She doesn't want to compete	1	2	3	4	5
4. She doesn't see herself as a professional	1	2	3	4	5
5. She doesn't feel that she is as competent as men in the field	1	2	3	4	5
6. She would offend men by being successful	1	2	3	4	5
7. She feels that women have to be better (work harder, et cetera) than men to be successful in the same job	1	2	3	4	5
B. Information about careers usually held by men:					
1. May never be sought by women	1	2	3	4	5
2. May never be reviewed seriously by a woman	1	2	3	4	5
3. May take extra effort to obtain it compared to information concerning occupations typically held by females	1	2	3	4	5
4. May not be available in the form of a female role model	1	2	3	4	5
C. If a woman seeks information about nontraditional occupations (those usually held by men) she may find that:					
1. She has difficulty overcoming negative feedback from the sources of occupational information	1	2	3	4	5
2. She has difficulty getting people to talk to her about these occupations	1	2	3	4	5
3. She has difficulty getting information about openings in these occupations	1	2	3	4	5
4. She may have difficulty overcoming the pressure to look at the information about jobs that are traditionally female	1	2	3	4	5
5. She may have difficulty knowing where to start looking for information needed	1	2	3	4	5

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS (page three)

	SA	A	U	D	SD
D. A woman who attempts to get training in a male-dominated field is likely to feel that persons offering the training programs:					
1. Are not interested in her	1	2	3	4	5
2. Think that she would not be able to do the work	1	2	3	4	5
3. Think of her as a female, rather than someone seriously interested in pursuing a career	1	2	3	4	5
4. Have the perception that women won't stay with the training	1	2	3	4	5
5. Would recruit her into female-dominated occupational training	1	2	3	4	5
6. Do not think she could get a job in the occupation for which they offered training	1	2	3	4	5
7. Think that the occupation for which they offer training "just isn't for women"	1	2	3	4	5
8. Think that even if you can train her, she won't be physically strong enough for the job	1	2	3	4	5
9. Think she won't like the working conditions	1	2	3	4	5
10. Think she won't fit in with those already in the profession	1	2	3	4	5
E. A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:					
1. "Ladies" shouldn't seek that kind of career	1	2	3	4	5
2. She won't be satisfied with the job	1	2	3	4	5
3. She should seek a job in an area where more women are employed	1	2	3	4	5
F. A woman may be reluctant to seek training for a career usually held by men because:					
1. She feels that men are more competent than women in some areas such as math and science	1	2	3	4	5
2. She doubts her ability to do the job even if she finishes the training	1	2	3	4	5
3. She feels that women have less mechanical ability than men	1	2	3	4	5
4. She feels that the "pay off" of training is quicker for traditional jobs	1	2	3	4	5

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS (page four)

	SA	A	U	D	SD
F. (continued)					
5. She is unable or not willing to forgo income during training or graduate school for the nontraditional occupation	1	2	3	4	5
6. She has a low-paying job which doesn't allow her to save enough to pay for additional training	1	2	3	4	5
7. She doesn't know how to get financial aid for this training	1	2	3	4	5
8. She feels that any money available to pay for training for these jobs should go to her husband or other male members of the household	1	2	3	4	5
9. She couldn't be away from her family for training programs that are offered in the evening	1	2	3	4	5
G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
1. They like their present job	1	2	3	4	5
2. They don't want to give up their job security	1	2	3	4	5
3. They know they can be successful in the job they hold	1	2	3	4	5
4. They want to stay where they are safe and secure	1	2	3	4	5
5. They feel that the experience they had in a "female" job won't count for experience required in a "male" job	1	2	3	4	5
H. Women have traditionally remained in certain jobs and professions because they believe that:					
1. A woman should be supportive of her husband's career	1	2	3	4	5
2. Husbands object if wives make a higher salary than they do	1	2	3	4	5
3. A woman has a different set of values than a man	1	2	3	4	5
I. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
1. She finds it necessary to leave the training program to follow her husband or family	1	2	3	4	5
2. She feels it would be difficult to get admitted to the training or educational program, so she never tries	1	2	3	4	5
3. She feels that she can't leave her family to go to a training program in another state	1	2	3	4	5

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS (page five)

	SA	A	U	D	SD
I. (continued)					
4. She feels that she can't go out of town for training sessions or conferences	1	2	3	4	5
5. She doesn't feel it is worth the hassle to get the required training	1	2	3	4	5
6. She enrolls in a school curriculum that doesn't prepare her for a job	1	2	3	4	5
7. She doesn't have time to get training for these kinds of jobs	1	2	3	4	5
8. She finds it easier to get into and/or re-enter jobs traditionally held by women	1	2	3	4	5
9. She got a scholarship in another field and cannot afford to give it up in order to pursue training in a male-dominated field	1	2	3	4	5
J. A woman may feel that if she is successful in an occupation typically held only by men, that:					
1. Men feel uncomfortable with women in responsible positions	1	2	3	4	5
2. She will not be as respected as a man with similar success	1	2	3	4	5
3. Men would feel they have to protect her from "unpleasant" experiences	1	2	3	4	5
K. An employed woman may not be willing to risk seeking a job usually held by men because:					
1. She feels she would risk her present occupation if she looked for another job	1	2	3	4	5
2. She feels she wouldn't be paid as much as the men	1	2	3	4	5
3. She feels an immediate obligation to help her family financially	1	2	3	4	5
L. College education for a woman:					
1. Isn't worth as much as it is for a man	1	2	3	4	5
2. Makes it harder to get a job than if she hadn't gone to college	1	2	3	4	5
3. Is usually just an insurance policy in case she has to work	1	2	3	4	5
M. A woman may be reluctant to pursue a career in a field dominated by men because:					
1. She is afraid of being rejected by male co-workers	1	2	3	4	5

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS (page six)

	SA	A	U	D	SD
M. (continued)					
2. She feels there is a low probability of a woman being successful in the field	1	2	3	4	5
3. She feels that men in the occupation would insist that she play the woman's role	1	2	3	4	5
4. She is reluctant to apply or interview for jobs usually held by men	1	2	3	4	5
5. These careers wouldn't give her time to be a mother	1	2	3	4	5
6. She doesn't have the experience or training	1	2	3	4	5
7. She doesn't feel she would be lucky enough to get it	1	2	3	4	5
8. She doesn't feel she would get the job--so why try	1	2	3	4	5
N. Women may have difficulty getting jobs usually held by men because:					
1. Women can't pick up and move to a job as easily as a man	1	2	3	4	5
2. They think that women aren't hired for management positions	1	2	3	4	5
3. They don't plan for a lifetime career	1	2	3	4	5
4. They don't want to leave their hometown	1	2	3	4	5
O. Women do not seek the same careers as do men because:					
1. They lack self-confidence	1	2	3	4	5
2. A woman should be a wife and mother first	1	2	3	4	5
P. A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
1. Being "talked down" to by men who are less competent	1	2	3	4	5
2. The men's thinking she won't be able to do an effective job	1	2	3	4	5
3. The resentment from the wives of the men with whom she works	1	2	3	4	5
4. The feeling that no matter how well she does her job she will not be promoted	1	2	3	4	5
5. The negative attitude of men that she's taking the place of a male who should be in the job	1	2	3	4	5
6. Getting less regard than men for doing the job well	1	2	3	4	5

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS (page seven)

	SA	A	U	D	SD
P. (continued)					
7. Men's attitude of superiority	1	2	3	4	5
8. The dangers that exist in some jobs	1	2	3	4	5
9. The feeling that men are better than women at technical things	1	2	3	4	5
10. The conflict with religious teachings that stress the role of a woman as that of a wife and mother	1	2	3	4	5
Q. A woman who works in jobs usually held by men:					
1. Must earn respect rather than have it conferred on them as men do	1	2	3	4	5
2. Has difficulty supervising other women	1	2	3	4	5
3. Has to put up with other women who are jealous of her success	1	2	3	4	5
4. Gets criticism that relates to being female rather than job performance	1	2	3	4	5
5. Has to stand up for her rights in order to get promotions she deserves	1	2	3	4	5
6. Has a boss that is male	1	2	3	4	5
R. A woman is likely to choose to enter a "female" career (those usually dominated by women) because:					
1. Others tell her to	1	2	3	4	5
2. Her friends chose it, too	1	2	3	4	5
3. Books, TV and magazines all portray women in stereotyped roles	1	2	3	4	5
4. She knows of women who are unhappy in other careers	1	2	3	4	5
5. Persons employed in the career will be supportive of her	1	2	3	4	5
6. She has not been told to pursue other alternatives	1	2	3	4	5
7. She is not aware of her own potential	1	2	3	4	5
S. A woman's family may affect her career decision by:					
1. Expecting her to have babies	1	2	3	4	5
2. Expecting her to marry well	1	2	3	4	5
3. Expecting her to please them rather than choose her own career	1	2	3	4	5

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS (page eight)

	SA	A	U	D	SD
S. (continued)					
4. Putting pressure on her to do well in a "proper" career field	1	2	3	4	5
5. Making all of her decisions for her	1	2	3	4	5
6. Teaching her where a woman's place is in society	1	2	3	4	5
7. Expecting her to work immediately to help support the family	1	2	3	4	5
8. Protecting her	1	2	3	4	5
9. Teaching her that women are solely responsible for raising the family and taking care of the household operation	1	2	3	4	5
10. Insisting that a woman can't be a good wife and have a career	1	2	3	4	5
11. Allowing her to depend on them for financial support	1	2	3	4	5
T. A woman may not go into a nontraditional or previously male-dominated career because:					
1. Her family feels that academics are for men; easier studies are for women	1	2	3	4	5
2. Her parents felt the boy in the family should have priority for career training	1	2	3	4	5
3. Her family gave little or no positive feedback regarding her career plans	1	2	3	4	5
4. Her main desire is to please her parents	1	2	3	4	5
5. Her family wanted her to do what was safe and secure	1	2	3	4	5
6. There are no career-oriented, professional role models in her immediate family	1	2	3	4	5
7. Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible	1	2	3	4	5
8. Her reluctance to leave home or to be completely independent	1	2	3	4	5
9. Her feeling that her job was only temporary until her marriage	1	2	3	4	5
10. Her working mostly with men in a profession causes problems at home for her	1	2	3	4	5
11. Her inability to be a mother, housekeeper, and career woman all at the same time	1	2	3	4	5

Source: "Overcoming Personal-Social Barriers to Entry and Nontraditional Occupations," Florida State University, Department of Education Leadership, Tallahassee, Florida.

ANDROGYNY: THE BEM SEX-ROLE INVENTORY

Time: Approximately 45 minutes, with discussion.

Resources: Bem Sex-Role Inventory and scoring directions (included). Teacher information on androgyny.

Objectives

To assess androgynous behaviors and personality characteristics.

To discuss benefits of blending what are usually regarded as male or female characteristics, values, or attitudes in order to integrate into one's personality the positive characteristics of the other sex as well as one's own sex.

Procedure

Distribute the Bem Sex-Role Inventory (BSRI) and have students fill it out. Allow ten minutes. After students complete the BSRI, introduce the concept of androgyny (from the Greek "andro" or male, and "gyne" or female) and lead a brief discussion of androgyny with the group. Suggested questions:

1. Did you know what androgyny meant before today?
2. Do you think it is okay for people to express both masculine and feminine characteristics?
3. In your school, what kinds of behavior would label someone a homosexual?
4. How do you feel about this?
5. Do you sometimes feel that you would like to express different behaviors, but shouldn't because they are masculine (and you are female) or feminine (and you are a male)? What are some of these behaviors?

Score the BSRI at this time. As an additional activity, students could survey other students in the school to see where their scores fall on the chart.

Bem Instructions for Facilitator

This is the Bem Sex-Role Inventory developed by Sandra Lipsitz Bem. An explanation by Bem about the use of the inventory and the scoring follows:

> Psychological androgyny (Andros, male and Gyne, female) allows men and women to be both independent and tender, both assertive and yielding, both masculine and feminine. In other words, psychological androgyny expands the range of behaviors available to everyone.
>
> The Bem Sex-Role Inventory (BSRI) was designed to measure the extent to which a person's self-definition is masculine, feminine, or androgynous. The BSRI

consists of twenty masculine personality characteristics (e.g., ambitious, self-reliant, independent, assertive) and twenty feminine personality characteristics (e.g., affectionate, gentle, understanding, sympathetic, sensitive to the needs of others). The specific masculine characteristics were selected because they were judged by a large sample of undergraduates to be more desirable in American society for a man than for a woman, and the specific feminine characteristics were selected because they were judged to be more desirable in American society for a woman than for a man. In the test itself, the masculine and feminine characteristics are interspersed with one another and with an additional group of twenty neutral characteristics, and the person is asked to indicate on a seven-point scale how well each of these various characteristics describes himself/herself. The scale ranges from 1 ("Never or almost never true") to 7 ("Always or almost always true").

These are the items on the scales of the BSRI. Note: The number preceding each item reflects the position of each adjective as it actually appears on the inventory.

Masculine Items	*Feminine Items*	*Neutral Items*
49. Act as a leader	11. Affectionate	51. Adaptable
46. Aggressive	5. Cheerful	36. Conceited
58. Ambitious	50. Childlike	9. Conscientious
22. Analytical	32. Compassionate	60. Conventional
13. Assertive	53. Do not use harsh language	45. Friendly
10. Athletic	35. Eager to soothe hurt feelings	15. Happy
55. Competitive	20. Feminine	3. Helpful
4. Defend own beliefs	14. Flatterable	48. Inefficient
37. Dominant	59. Gentle	24. Jealous
19. Forceful	47. Gullible	39. Likable
25. Have leadership abilities	56. Love children	6. Moody
7. Independent	17. Loyal	21. Reliable
52. Individualistic	26. Sensitive to others' needs	30. Secretive
31. Make decisions easily	8. Shy	33. Sincere
40. Masculine	38. Soft-spoken	42. Solemn
1. Self-reliant	23. Sympathetic	57. Tactful
34. Self-sufficient	44. Tender	12. Theatrical
16. Strong personality	29. Understanding	27. Truthful
43. Willing to take a stand	41. Warm	18. Unpredictable
28. Willing to take risks	2. Yielding	54. Unsystematic

Scoring the Test

On the basis of his/her responses, each person receives three major scores--a masculinity score, a femininity score, and most importantly, an androgyny score. To compute the masculinity score, add up all of the points assigned to the masculine adjectives and then divide that sum by the total number of masculine adjectives actually rated (20). To compute the femininity score, add up all of the points assigned to the feminine adjectives and then divide that sum by the total number of feminine adjectives actually rated (20). To compute the androgyny score, subtract the masculinity score from the femininity score.

Discussion of the Score

The masculinity and femininity scores indicate the extent to which a person endorses masculine and feminine personality characteristics as self-descriptive. As indicated above, the masculinity and femininity scores are simply the means of each subject's ratings of the masculine and feminine adjectives on the BSRI. Both of these scores can range form 1 to 7. It should be noted that these two scores are logically independent. That is, the structure of the test does not constrain them in any way, and they are free to vary independently.

In contrast, the androgyny score (computed as femininity minus masculinity) reflects the relative amounts of masculinity and femininity that the person includes in his or her self-description, and, as such, it best characterizes the nature of the person's total sex role. Thus, if a person's femininity score is much higher than his or her masculinity score (that is, if a person describes himself as being much more feminine than masculine), then we think of that person as having a feminine sex role. Similarly, if a person's masculinity score is much higher than his or her femininity score, then we think of that person as having a masculine sex role. In contrast, if a person's masculinity and femininity scores are approximately equal (that is, if there is really no difference in how masculine or feminine a person thinks he or she is), then we think of that person as having an androgynous sex role. A feminine sex role thus represents not only the endorsement of feminine attributes, but the simultaneous rejection of masculine attributes. Similarly, a masculine sex role represents not only the endorsement of masculine attributes, but their simultaneous rejection of feminine attributes. In contrast, an androgynous sex role represents the equal endorsement of both masculine and feminine attributes.

The androgyny score itself can range from -6(extremely masculine) through 0(completely androgynous) to +6(extremely feminine). However, because individuals rarely score at the extremes, we suggest that the androgyny score (AS) be interpreted as follows:

Sex Role	*Androgyny Score*
Feminine	AS> + 1
Near-feminine	AS> + 5 and < + 1
Androgynous	AS> - .5 and < + .5
Near-masculine	AS> - 1 and < - .5
Masculine	AS< - 1

The BSRI has been given to approximately fifteen hundred undergraduates at Stanford University. Semester after semester, results show that about 50 percent of the students are "appropriately" sex-typed, about 35 percent are androgynous, and about 15 percent are "cross" sex-typed. The norms are as follows:

ANDROGYNY: THE BEM SEX-ROLE INVENTORY (page four)

	Stanford University		*Foothill*	
	Males (N = 444)	Females (N = 279)	Males (N = 117)	Females (N = 77)
Feminine	5%	29%	8%	35%
Near-feminine	5%	13%	7%	15%
Androgynous	44%	39%	55%	41%
Near-masculine	16%	8%	12%	5%
Masculine	30%	7%	17%	4%

From Strategies, Techniques, and Effective Resources for Equalizing Opportunities (S.T.E.R.E.O.), Division of Career and Vocational Education, Arizona Department of Education, 1535 W. Jefferson St., Phoenix, AZ 85007, 1978, based on work by Sandra L. Bem.

THE BEM SEX-ROLE INVENTORY

Directions for Participants

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: Sly

Mark a 1 if it is *Never or Almost Never True* that you are sly.

Mark a 2 if it is *Usually Not True* that you are sly.

Mark a 3 if it is *Sometimes but Infrequently True* that you are sly.

Mark a 4 if it is *Occasionally True* that you are sly.

Mark a 5 if it is *Often True* that you are sly.

Mark a 6 if it is *Usually True* that you are sly.

Mark a 7 if it is *Always or Almost Always True* that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," then you would rate these characteristics as follows:

Sly	3	Irresponsible	7
Malicious	1	Carefree	5

THE BEM SEX-ROLE INVENTORY (page two)

Describe Yourself

1	2	3	4	5	6	7
Never or Almost Never True	Usually Not True	Sometimes but Infrequently True	Occasionally True	Often True	Usually True	Always or Almost Always True

___ 1. Self-reliant
___ 2. Yielding
___ 3. Helpful
___ 4. Defend own beliefs
___ 5. Cheerful
___ 6. Moody
___ 7. Independent
___ 8. Shy
___ 9. Conscientious
___ 10. Athletic
___ 11. Affectionate
___ 12. Theatrical
___ 13. Assertive
___ 14. Flatterable
___ 15. Happy
___ 16. Strong personality
___ 17. Loyal
___ 18. Unpredictable
___ 19. Forceful
___ 20. Feminine
___ 21. Reliable
___ 22. Analytical
___ 23. Sympathetic
___ 24. Jealous
___ 25. Have leadership abilities
___ 26. Sensitive to the needs of others
___ 27. Truthful
___ 28. Willing to take risks
___ 29. Understanding
___ 30. Secretive
___ 31. Make decisions easily
___ 32. Compassionate
___ 33. Sincere
___ 34. Self-sufficient
___ 35. Eager to soothe hurt feelings
___ 36. Conceited
___ 37. Dominant
___ 38. Soft-spoken
___ 39. Likable
___ 40. Masculine
___ 41. Warm
___ 42. Solemn
___ 43. Willing to take a stand
___ 44. Tender
___ 45. Friendly
___ 46. Aggressive
___ 47. Gullible
___ 48. Inefficient
___ 49. Act as a leader
___ 50. Childlike
___ 51. Adaptable
___ 52. Individualistic
___ 53. Do not use harsh language
___ 54. Unsystematic
___ 55. Competitive
___ 56. Love children
___ 57. Tactful
___ 58. Ambitious
___ 59. Gentle
___ 60. Conventional

Equity in the Workplace

Unit 3

Unit 3 *EQUITY IN THE WORKPLACE*

Objectives	Content	Teaching Strategies	Resources
Understand the concept and legalities of gender equity in the workplace	Necessity of equitable workplaces; laws pertaining to gender equity	Discussion; quiz	• Fact sheets, articles • Legal Requirements for • Achieving Gender Equity: Test Yourself
Understand issues of men and women working together on a job site	Attitudes and assumptions about job appropriateness, work patterns and behaviors	Articles, discussion, role play	• Articles, checklists
Understand sexual harassment as a form of workplace discrimination	Definition of sexual harassment; frequency of harassment; laws	Articles, discussion, activities, quiz	• Articles • Short and long sample lectures • Understanding Sexual Harassment: Activities *Susan in the Shop* *Louise the Waitress* • Questionnaire on Sexual Harassment • Videos recommended:* *Sending the Right Signals* *Sexual Harassment Is Bad Business* *Sexual Harassment: It's No Game*

*Videos described in Appendix

Unit 3 *EQUITY IN THE WORKPLACE* (continued)

Objectives	Content	Teaching Strategies	Resources
Examine issues of pay inequity	Comparable worth; occupational segregation; wage gap	Discussion, teacher-prepared lecture and resources	Articles, fact sheets
Examine issue of leave policies	Maternity leave; paternity leave; juggling babies and careers; caring for aged parents; sick child care	Discussion, handouts	Articles
Understand the "glass ceiling" phenomenon	Barriers to advancement; subtle sexism	Discussion	Articles
Examine barriers, trends, and strategies in business and industry that effect gender equity in the workplace	Nontraditional employment, dependent care, alternative work/employment situations, family leave Federal and state legislation and pending equity legislation	Panel of employers, i.e., representing service industry, health industries and manufacturing Panel of employees in nontraditional occupations Other speakers, e.g., EEOC representative, individuals having experienced the sex discrimination process, attorney, Affirmative Action officer	• Sample letter to employers • Community employers • Employees in nontraditional occupations in community • Speakers from district/college, state level and community • Videos recommended:* *There's No Such Thing As Women's Work* *Work and Family: Walking the Tight Rope* *Impossible Dream* *Job Interview*

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*Videos described in Appendix

Unit 3 *EQUITY IN THE WORKPLACE* (continued)

Objectives	Content	Teaching Strategies	Resources
Examine selected equity topics in study groups	Equity topics/issues not covered in the curriculum or those that can be expanded	Study groups meet to discuss topics for research and presentation	
(For Course Expansion) Explore workplace discrimination in business, industry and institutions as it applies to race, age, religion, sexual orientation, handicap, national origin and ancestry	Impact of workplace discrimination on equity as it applies to the potential sources of discrimination		

Unit 3 Suggestions for the Instructor

- The focus of this unit is on equity issues relating to the workplace and examines trends to ensure greater equity in business and industry.

- This unit provides an opportunity to use employers, employees, and other appropriate community members as resource persons. Your districts' Affirmative Action Officer can also be an excellent resource person.

- If you conduct an employer panel, plan about an hour for this activity. Select panel members carefully. You will want exemplary employers. A sample letter of invitation to be sent those individuals is provided here.

- As other resource persons, you might try to obtain non-traditional workers who are employed in businesses operated by employers on the employer panel.

- Long and short sample lectures on sexual harassment are provided. These provide background information and can be used as a guide for preparing your own presentation.

- A resource you may find useful: Trades Women - A Quarterly Magazine For Women in Blue Collar Work. Trades Women, Inc., P.O. Box 40664, San Francisco, California 94140.

- Other excellent resources: the Project on the Status and Education of Women has published a series of reports, including: "The Classroom Climate: A Chilly One for Women?," "Out of the Classroom: A Chilly Campus Climate for Women," "Looking For A Few Good Women In Traditionally Male Fields," and "In Case of Sexual Harassment: A Guide for Women Students." PSEW/AAC, 1818 R Street, N.W., Washington, DC 20009, (202) 387-1300.

- If possible, use some class time for study groups to meet to allow you to provide guidance and answer any questions. Remember that Unit 5 is based on the study groups' presentations. Note that areas for course expansion are suggested in this unit outline. However, resources covering these areas are not included.

- The date of some resource articles may suggest they should be replaced with more current information. However, a particular article may actually be the best information available from our sources.

- Encourage participants to bring to class items exhibiting gender equity and gender bias that can be displayed on a bulletin board and/or circulated in class.

- At the end of each session/unit, remember to distribute articles and activities pertinent to the next session/unit. This will contribute to class time efficiency, give people more time to process the information, and facilitate more effective class discussions.

Overview

Handout

HOW TO TELL A BUSINESSMAN FROM A BUSINESSWOMAN

A businessman is dynamic;
A businesswoman is aggressive.
A businessman is good on details;
She is picky.
He loses his temper;
She bitches.
He's a go-getter;
She is pushy.
When he's depressed, everyone tiptoes past his office.
When she's moody, it must be her time of the month.
He follows through;
She doesn't know when to quit.
He's confident;
She's stuck up.
He stands firm;
She's hard as nails.
He has the courage of his convictions;
She's stubborn.
He's a man of the world;
She's been around.
He can handle his liquor;
She's a lush.
He isn't afraid to say what he thinks;
She's mouthy.
He's human;
She's emotional.
He exercises authority diligently;
She is power mad.
He is closemouthed;
She is secretive.
He can make quick decisions;
She's impulsive.
He's a stern taskmaster;
She's hard to work for.
He climbed the ladder of success;
She slept her way to the top.

SAMPLE LETTER OF INVITATION FOR EMPLOYER PANEL

Dear

I am facilitating a course for instructors, counselors, and administrators entitled, "Changing Roles of Women and Men: Implications for Vocational Education."

One of the objectives of the course is to consider ways we might better prepare students, especially those in nontraditional occupations, for the dynamics and challenges of the workplace. Workplace dynamics mirror the changing roles and expectations of men and women in society.

I also am interested in having course participants hear about trends in business that support sex equity efforts. These efforts include company policies and practices on a range of issues, including flexible scheduling, parental leave, workers in nontraditional occupations, and sexual harassment in the workplace.

In order to facilitate course participants hearing about these issues from area employers, I am sponsoring an employer panel on ___*(date and time)*___.

___*(name)*___ has recommended that I invite you to speak on these issues. I would be delighted if you would serve on our employer panel. The class is held in ___*(building, address, and room number)*___.

I hope you will be able to join our panel. I will call you shortly to receive your reply.

Thank you for considering this request.

Sincerely,

(your name and title)

Enclose: Curriculum Introduction
Course Goals
Objectives

LEGAL REQUIREMENTS FOR ACHIEVING GENDER EQUITY: TEST YOURSELF

1. Under the Title IX regulation, counselors are required to:

   A. Place work/study students by sex when requested by employers.
   B. Discontinue use of male and female forms for vocational preference tests.
   C. Mandate special programs to equalize past discrimination.
   D. All of the above.

2. The Title IX regulation requires that:

   A. All stereotyped career materials be replaced by newly purchased ones.
   B. Book publishers must bring their publications into compliance.
   C. Testing materials such as aptitude or interest measures must be free from sex bias.
   D. Discriminatory textbooks be revised or disregarded.

3. Of the following personnel decisions, which is most crucial to successful implementation of an affirmative action plan?

   A. An attractive salary and advancement schedule.
   B. Good company benefits.
   C. Advertisement for and recruitment of qualified applicants.
   D. Comprehensive grievance procedures.

4. Affirmative action means that:

   A. A policy of non-discrimination has been adopted by the organization.
   B. A woman or minority person must be hired for a certain number of positions.
   C. The distribution of minorities and women within an organization must reflect the general population percentages.
   D. The organization is committed to moving beyond equal employment policies and to taking a series of positive actions to remediate past discrimination and prevent future discrimination.

5. Which of the following is a correct statement about the Title IX regulation and pregnancy?

   A. A pregnant student may be required to attend a separate educational program.
   B. It is a school board decision whether a student continues school attendance following pregnancy.
   C. A school may ask a pregnant student for a health statement if this is standard procedure for other physical conditions.
   D. It is the school's discretion whether pregnancy must be treated as a temporary disability.

LEGAL REQUIREMENTS FOR ACHIEVING GENDER EQUITY (continued)

6. Affirmative action laws permit the use of sex as an employment criteria:

   A. In hiring and firing to correct an imbalance.
   B. In recruiting into the applicant pool.
   C. In positions which require special qualities such as strength or emotional sensitivity.
   D. As a technique to redress inequality

7. Under Title II of the Vocational Education Amendments (1976) states are required to:

   A. Provide support services for women, including counseling, job development and job placement.
   B. Allocate $50,000 of the basic grant for the elimination of sex bias in vocational education programs.
   C. Allocate funds for inservice training to overcome sex bias for vocational education staff.
   D. Provide day care services for students with children.

8. Which of the following is NOT a Title II requirement?

   A. Reviewing all vocational education programs in the state for sex bias.
   B. Including policies for providing equal educational opportunities for females and males in the state's five-year vocational education plan.
   C. Funding programs for the development of curriculum materials which attempt to overcome sex bias.
   D. Determining the allowable exemptions on the basis of sex for vocational education students' employment or work program assignments.

9. Title II differs from Title IX in that Title II:

   A. Mandates programs to overcome sex bias and stereotyping in addition to prohibiting sex discrimination.
   B. Focuses primarily on local education agencies and other institutions in its prohibition of sex discrimination.
   C. Makes no requirements for curriculum content.
   D. Makes no requirements of undue effort in publicizing the institution's progress in eliminating sex discrimination in vocational education programs.

10. An affirmative action plan for an educational program should include:

    A. Assignment of staff to meet sex and race goals.
    B. Well-designed plan to prevent reverse discrimination.
    C. An analysis of student policies and extracurricular activities.
    D. Taking the time to recruit a large pool of well-qualified candidates.

Answers: 1B, 2C, 3C, 4D, 5C, 6B, 7B, 8D, 9A, 10C

FEDERAL EQUAL OPPORTUNITY LAWS

Coverage: Private employment, state and local government, and educational institutions.

RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN

Title VII of the Civil Rights of 1964, as amended, prohibits discrimination in hiring, promotion, discharge, pay, fringe benefits, and other aspects of employment, on the basis of race, color, religion, sex or national origin.

Applicants to and employees of most private employers, state and local governments and public or private educational institutions are protected. Employment agencies, labor unions and apprenticeship programs also are covered.

AGE

The Age Discrimination in Employment Act of 1967, as amended, prohibits age discrimination and protects applicants and employees aged 40-70 from discrimination in hiring, promotion, discharge, pay, fringe benefits and other aspects of employment. The law covers most private employers, state and local governments, educational institutions, employment agencies and labor organizations.

SEX (Wages)

In addition to the sex discrimination prohibited by Title VII of the Civil Rights Act (see above) The Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment. The law covers most private employers, state and local governments and educational institutions. Labor organizations cannot cause employers to violate the law. Many employers not covered by Title VII, because of size, are covered by the Equal Pay Act.

If you have questions or believe you have been discriminated against under any of the above laws, you may contact:

The U.S. Equal Employment Opportunity Commission
2401 "E" Street, NW
Washington, D.C. 20506
202/634-7030

or

The EEO in Your State

Coverage: Employers Holding Federal Contracts or Subcontracts

Generally speaking, the non-discrimination requirement applies to all government contracts for more than $10,000. For every formally advertised supply contract of more than $1 million, or a first-tier contract in that amount, the government checks the compliance status of prospective contractors prior to awarding the contract. A "first-tier" subcontracter is one holding a subcontract with a private contractor. In addition, all government contractors with 50 or more employees and a contract of $50,000 or more are required to develop a written affirmative action program for each of its establishments.

RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN

Executive Order 11246, as amended, prohibits job discrimination on the basis of race, color, religion, sex or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment.

HANDICAP

Section 503 of the Rehabilitation Act of 1973, as amended, prohibits job discrimination because of a handicap and requires affirmative action to employ and advance in employment qualified handicapped individuals who, with reasonable accommodation, can perform the functions of a job.

The banning of discrimination against handicapped individuals applies to all Federal contractors with contracts for more than $2,500. If the contract is $50,000 or more and the company has 50 or more employees, the contractor must prepare an affirmative action program and make it available to all employees.

VIETNAM ERA AND DISABLED VETERANS

Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 prohibits job discrimination and requires affirmative action to employ and advance in employment qualified Vietnam era veterans and qualified disabled veterans.

Applicants to and employees of companies with a federal government contract or subcontract are protected under the authorities above. Any person who believes a contractor has violated its nondiscrimination or affirmative action obligations under Executive Order 11246, as amended, Section 503 of the Rehabilitation Act or Section 402 of the Vietnam Era Veterans Readjustment Assistance Act should contact:

The Office of Federal Contract Compliance Programs (OFCCP)
Employment Standards Administration, U.S. Department of Labor
200 Constitution Avenue NW, Washington, D.C. 20210
202/523-9475

or

The Office of Federal Contract Compliance Programs (OFCCP) in Your State

FEDERAL EQUAL OPPORTUNITY LAWS (page three)

Coverage: Programs or Activities Receiving Federal Financial Assistance

RACE, COLOR, NATIONAL ORIGIN

Title VI of the Civil Rights Act prohibits discrimination on the basis of race, color or national origin in programs or activities receiving federal financial assistance. Employment discrimination is also covered by Title VI if the primary objective of the financial assistance is the provision of employment, or where employment discrimination causes or may cause discrimination in providing services under such programs.

HANDICAP

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits discrimination on the basis of handicap in any program or activity that receives federal financial assistance. Discrimination is prohibited in all aspects of employment against handicapped persons who, with reasonable accommodation can perform the essential functions of a job.

SEX

Title IX of the 1972 Education Amendments prohibits discrimination on the basis of sex in educational programs receiving federal financial assistance. Discrimination is prohibited in admissions; educational programs and activities; and employment in educational programs and activities.

If you have questions or believe you have been discriminated against in a program that receives federal assistance, you may contact the federal agency providing such assistance. Some of the common agencies are:

The Department of Health and Human Services
The Department of Agriculture, Trade and Consumer Protection
The Department of Education
The Department of Environmental Protection
The Department of the Interior
The Department of Transportation
The Department of Justice

NOTE TO INSTRUCTOR:

Give a copy of your state's laws about discrimination. These laws could include an Affirmative Action Law, an Harassment Information Law, and a Pupil Nondiscrimination Law.

EQUAL EMPLOYMENT OPPORTUNITY

Law	*Law Applies To:*	*Prohibits Discrimination On Basis Of/ Or Provides For:*	*Complaint Process/ Enforcement:*
Title VII of Civil Rights Act of 1964 as amended in 1972 and 1978	15 or more employees: Federal, State, Municipal Labor Organization affecting interstate commerce Emp. agencies Fed-State empl. & training, admin/public, private educ. institution	Race Color Religion Sex National Origin Marital/Family Status Pregnancy	1. File complaint with DILHR or EEOC w/in 180 days 2. Investigation 3. Conciliation 4. Civil law suit-EEOC and employer (not governmental agency or political subdivision) 5. After 60 days DILHR and 180 days EEOC, may sue employer in Fed. District Court. Confidentiality not assured. Fed. empls file w/ civil service commission.
Federal Equal Pay Act of 1963 as amended in 1972	All workers who must receive minimum wage except public employees	Same wages, benefits must be paid to men and women doing substantially (not identically) the same work	File at local office of the Wage & Hour Division, U.S. Dept of Labor 1. Investigate 2. Request an employer to comply in the future 3. Request an employer to provide two years basic pay 4. Failure to comply: lawsuit; confidentiality assured
Federal age Discrimination Act of 1967	Employers of 20 or more employees, emp. agencies, labor unions with more than 25 members (includes public employees)	Age against any person between the ages of 40-70 in hiring, firing and other aspects of employment, including forced retirement	Enforced by the Wage & Hour Division, U.S. Dept. of Labor Written complaint w/in 180 days of occurrence
Executive Order 11246 as amended by Ex. Order 11375 and revised (Order 4, Federal)	Employers who contract to do business with the federal government and their employees	Can't discriminate in employment. Must submit (and live up to) an Affirmative Action Plan with each bid	Office of Federal Contract Compliance. 1. Write agency involved in funding 2. If institution of higher ed. and class action or pattern complaint, contact or write OCR. Individual complaints will be turned over to EEOC

Barbara Bitters, Wisconsin Department of Public Instruction

Attitudes and Assumptions

MEN WORKING WITH WOMEN

Answer these questions for yourself. Think about which attitudes help to build trust; can you add attitudes which strengthen partnership skills?

Have you ever had any of these feelings, thoughts or experiences in regard to women who work with you?

You sometimes wish women wouldn't talk so much? ____ Yes ____ No

You get exasperated with women's high pitched voices? ____ Yes ____ No

You think it's acceptable to refer to everyone in a meeting of both men and women as "he" or "him?" ____ Yes ____ No

You think of a joke and then decide you shouldn't tell it in the presence of women? ____ Yes ____ No

You stifle your swear words when you are around women? ____ Yes ____ No

When women speak in meetings you generally "tune out?" ____ Yes ____ No

You've been concerned about traveling with a female colleague? ____ Yes ____ No

You feel that you have to soft-pedal criticism because she gets her feelings hurt easily? ____ Yes ____ No

You're confused about whether or not to open doors for women? ____ Yes ____ No

You wonder if women in your office are after your job? ____ Yes ____ No

You sometimes wonder why young women are not home with their children? ____ Yes ____ No

When you go to lunch with a woman, you feel uncomfortable when she pays the bill? ____ Yes ____ No

You feel as comfortable working with women as you do working with men? ____ Yes ____ No

You are pleased with women achieving recognition for their talents? ____ Yes ____ No

WOMEN WORKING WITH MEN

Answer these questions for yourself. Think about which attitudes help build trust and develop partnership skills. Can you add attitudes to this list which would strengthen partnership skills?

Have you ever had any of these feelings, thoughts or experiences in regard to the men who work with you?

You get tired of always hearing "him," "he," "the guys," "you men," etc. when you are part of the group being addressed? ____ Yes ____ No

You want the jokes which put down women or refer to them in a sexual context to end forever? ____ Yes ____ No

You stifle your swear words around men? ____ Yes ____ No

You find men taking credit for an idea you expressed early in the meeting? ____ Yes ____ No

When men compliment you, you wonder what the hidden message is? ____ Yes ____ No

You wish men wouldn't feel so self-conscious about compliments? ____ Yes ____ No

You want equal pay but you still want to be treated like a woman? ____ Yes ____ No

You'd like to go out to lunch with men but you're afraid they'll take it the wrong way? ____ Yes ____ No

You have an uneasy feeling that the men are not sharing significant information with you? ____ Yes ____ No

You're attracted to a particular man so you keep your distance as much as possible? ____ Yes ____ No

You feel as comfortable working with men as you do working with women? ____ Yes ____ No

You receive recognition for your abilities from the men with whom you work? ____ Yes ____ No

You prefer a boss who is male to one who is female? ____ Yes ____ No

NEGOTIATING BETWEEN MEN AND WOMEN

by Juliet Nirenberg

Establishing a good emotional psychological relationship between male and female coworkers, especially if the man is in authority, can be difficult for both sides.

Women, aspiring to positions previously denied them, are apt to be more aware of prejudice, misconceptions and false assumptions which work to their advantage than their male counterparts. In fact, anyone who threatens the status quo--minorities and young, ambitious people of both sexes--can expect resistance. The challenge for them is to ease tensions, not exacerbate them.

From the male standpoint, dealing with a woman in business may be more uncomfortable than the reverse. His expected behavior in these circumstances is less clearly delineated. A new breed of woman, often functioning at a high level of responsibility and authority, is a recent phenomenon and the old rules don't quite apply. Even when a man is trying consciously, these new relationships sometimes seem unable to succeed.

What are some of the complaints that women register? What might be a male response to such complaints? And more important, what are the ingredients that might make the situation less self-conscious all around? Let's speculate.

Sample Scenario:

A woman says	*A man answers*
1. He is overprotective. How can I learn on the job when I'm bailed out of situations that are difficult?	1. She doesn't know the ropes; a woman needs a helping hand to cushion the blows.
2. He's patronizing. Why can't he be forthright? I feel summarily dismissed and ignored at times.	2. I'm trying to be polite. There is a difference in the way I speak to a woman associate. I resent the misinterpretation.
3. I don't know how to respond to bullying. I won't be intimidated, but I haven't found a way to deal with attempted force.	3. I have a style that she interprets as hardnosed and threatening. Let her adapt to reality.
4. Undercurrents of sexuality or overt overtures are infuriating to me.	4. She is too sensitive to "honey," "dear," and affection. No harm intended.

NEGOTIATING BETWEEN MEN AND WOMEN (page two)

5. He assumes that I am deficient in certain areas because I'm female. If given the chance, I could show my worth.	5. My past experience tells me that in technological areas women don't have the know-how. I can't take the risk.
6. I'd like a true evaluation of my work. If I don't get a picture of how I'm doing, I can't improve. I can take criticism and learn from it.	6. I'm not at ease criticizing a woman harshly. I'm afraid she'll be emotional and an embarrassing situation will occur.

Problems, as stated by women, seem to be related to gaining full acceptance with male coworkers and superiors. As always, preparation is essential in making a first impression that sets the stage for future dealings.

Find Your Own Clues

With this in mind, become attuned to your own signals and the messages you send regarding:

- Dress - appropriateness of clothing and ornamentation that doesn't detract from the business you're conducting.
- Language - don't use a tentative phrase like "sort of." Become aware of the times that such language reflects your own feelings of tentativeness. Pay attention to tone of voice and your own volume. Use video tape, tape recorder, a friend who can critique, role play. Any device to heighten your own awareness of the actuality of how you are perceived is the first step to modifying aspects of behavior that serve you poorly.
- Gestures - your own as well as others. Pay attention to meta-talk, the hidden meaning behind the words we use and the ones we hear. Training oneself to observe and listen thoughtfully heightens intuitive powers so we can rely on intuition as well as on the bare "facts" of a situation. Sometimes a woman's point of view is needed in a particular negotiation, so don't reject the female role totally. Intuition may be accepted as well as documentation in some cases. Awareness of many different possibilities and roles to play allow you options.

Realize that in the quest for gaining acceptance, which I identify as crucial, the initial period in a relationship is a testing period. This is so in every negotiation as well. Each side is watching each other's reactions to a push here, a shove there, an innuendo or power play.

How you survive this testing period determines whether you will be perceived as competent or not. Realizing that a testing process is, indeed, in progress helps to ameliorate the fear of being out-performed of "blowing it."

Some Reminders

1. Don't let the other side push your buttons! Determine your own reactions with aforethought.
2. Don't think that acting pushy will make you seem strong. It may only encourage hostility.
3. Give the signal that you are cooperative, but only if cooperation is extended to you. Don't cooperate just to get harmony, but to achieve genuine goals.
4. Don't expect to be trusted just because you know that you're trustworthy. Recognize that trust comes about as a result of many elements in a developing process. In the meantime, keep the climate positive as one step in this long process.
5. Be creative. Come up with unusual approaches that are workable, and have the confidence to express them.
6. Be able to substantiate your facts. Knowledge of your subject matter is critical.
7. Vary your approaches. Each new situation calls for different responses. See each episode as a unique experience. Don't depend on past performance or previous preparation. Think it through anew so that your actions are appropriate to this particular instance.

The gender gap certainly exists and relationships between the sexes may be guarded. Striking the balance between overlooking behavior that is, from your point of view, unpleasant, and yet maintaining your integrity, is a matter of gaining experience. So keep an open mind, and have faith in negotiating an atmosphere in which relationships can grow and coworkers of both sexes become respectful friends and colleagues.

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WHEN FEMINISM FAILED

by Mary Anne Dolan

The first tremor struck me at a meeting one early morning in 1983. I was sitting in my office at the large table where, as editor of The Los Angeles Herald Examiner, I planned daily editions with the news staff.

Gwen Jones, the fashion editor, had strolled in while I was reading that day's papers and asked if we could chat. She had been worrying about coming to me for a long time, she said. But we went back a ways together and trusted each other and, she'd determined, "I thought you should know."

Gwen, a young feminist-leaning journalist, was concerned about the women I'd put in charge of large departments of the paper, specifically hers. It was great to have female executives, she said, but not if they didn't listen and didn't support you and seemed only concerned about building their own bureaucracies. Things were changing at the newspaper, she said. Issues were being politicized, meetings were stultifying. In general, her department's morale was down and the writers were dispirited. It wasn't--I remember her words--"fun anymore."

Others--male and female--had tried to make the same point; this time, something caught in my heart.

But I forged ahead with what I thought of as an experiment in "management by family." It was my privilege and ultimately my duty.

I had come to the editorship of The Herald after nearly 10 years in executive newspaper jobs and after many more years working with colleagues to promote a greater role for women in journalism. In Washington, we had organized in Nora Ephron's apartment house, we had changed the concept of "society pages," we had marched on the Gridiron. We had succeeded in getting women like me into newspaper training programs and onto national and foreign news desks.

I had begun as a clerk, answering telephones and carrying lunches for the women's department of the now-defunct Washington Star. In 1981, when I was touted as the first woman in America to rise through the ranks to the editorship of a major metropolitan newspaper, there was no way I was going to bring other women with me.

This was a moment when the promise of the women's movement could be fulfilled. We had permission at last. The joint belonged to us! We would bring all those "female" qualities we had been boasting about on placards for years in through the front door, into the open of the newsroom. We would be a family. Between male and female would be respect and generosity and adaptability and warmth and community and nurturing. Such an environment would make the most of our talents and, centrally, of our work. We would make mincemeat of the male business model.

In no time, The Herald had what we believed was the first 50/50 male/female masthead in the country. We had the first female circulation director. We had a woman as sports columnist and a woman as editor of the editorial pages. There were many women in middle echelons, including the business editor. We were determined to show that women could do as well as men at running a big paper. By the time I left the paper five years later to return to writing, I still believed this to be true, but I also knew it would take a long time to get beyond the male models so many women had adopted.

Looking back, I can say that of the women I appointed to top-level positions, only one truly resisted the cliched power traps and rose to the kind of heights Betty Friedan predicted when she wrote "The Feminine Mystique" 25 years ago. Only one learned to "compete not as a woman or a man but as a human being."

It wasn't that all the men at The Herald were wise and wonderful as leaders (though many of them were). Nor did all the women in positions of responsibility abuse their power. What happened was that, by and large, they took on the worst--sometimes hilarious--aspects of the stereotypical corporate ladder-climbing male. As soon as masthead status was achieved, the power grab began.

The number of formal meetings, with "boss" at the head of the table, quadrupled; there were premeetings and postmeetings. Words like "facilitate" and "strategize" came into vogue. Everyone was suddenly afraid that somebody else knew something she didn't. Or had a more impressive title.

Office geography became as important in what had once been our cranky "Citizen Kane" newsroom as it is in the West Wing of the White House. Secretaries began acting like palace guards.

There were memos everywhere, multicopied and held with brightly colored plastic paper clips representing various fiefdoms. If you didn't have a "record" of a conversation, the conversation hadn't taken place.

Where there was opportunity to deal with people openly and with ease, many female managers were wary. They acted out a script that was part Osgood Conklin, part J. R. Ewing, part M.B.A./One-Minute-Manager and a tiny bit Mom. Many spent a good deal of time seeking out the nearest male authority figures. A succession of male general managers was courted. Male executives from Hearst, the parent company in New York, who flew in on business were afforded a coquettish new brand of ancient pagan king-worship.

It took me a while to catch on to all this. For one thing, I hadn't expected it. For another, I didn't want to see it. To me, the women I had imported as managers and editors appeared wise, funny, mature. But to the staff they were brittle, conniving, power-hungry and unyielding. One after another, close friends of mine tried to convey to me what was happening; some even feared I would lose my job to one of the women they saw as plotting against me. (I guffawed at this notion, and in this, at least, I was right. After I left, none of these women were given a shot at the editorship and all but one have since left the paper.) At some point in all this, a male columnist and friend of many years' standing suggested I procure a new kind of bulletproof vest--for my back.

I can see now how my own background and my cheery belief in the accomplishments of the American women's movement may have impaired my vision. I can hear Germaine Greer snickering, but it seemed to me then, and it seems to me still, that we have much to applaud in our society's progress toward equality between the sexes. Thanks to brothers who always treated me as a peer, parents who admirably delivered roots and wings, and mentors--men and women both--I developed personal confidences and greater confidence in women as leaders.

At the Herald, I was criticized for being too strident on some matters (boycotting redundant meetings--with the general manager and business administration of the paper, for example) and too soft on others (spending too much time, emotion and money coaxing a series of stories out of a slow-producing correspondent in Nicaragua). But my working model was well-known; trying to build enthusiasm and excitement through the sheer creative spin of work. The challenge was daunting: The Herald was facing off day-to-day against the monolithic Los Angeles Times. We had fewer people and severely limited resources. I fought for staff and money but also for paint and library research equipment and, sometimes, flowers. I often wandered into the newsroom offering some treat or other, prompting some staffers to buzz: "Here comes Rosalynn Carter with cookies for earthquake victims."

Bringing women to the center of this challenge was a simple, natural joy. They were experienced professionals who rightly demanded good titles and good salaries, and got them, just as I had. Not one had reason to feel financially insecure or psychologically threatened. Yet the fact was, many of these women were content to go along with a humanizing philosophy in the workplace as a diversion only. Their essential creed was an ancient one, the male one: power first.

In the newsroom, the effects of these conflicting creeds became obvious. It was, as Gwen had said, not good. Curiously, the sense of family that suffered was, I think, what had initially attracted the women I had hired.

In the end, the realization of how truly stymied we women still were by our lack of female models and our lack of confidence to do things differently left me as dispirited as many of us felt after the Vice Presidential campaign of Geraldine Ferraro.

The clearest thing I could say at the time was that women--or men--who have never felt empowered, whether by parents or teachers or mentors, cannot be expected to know how to handle this commodity, as hot and alien as some radioactive substance. No one wakes up in the morning and naturally knows what to do, or what not to do, with power--how to avoid addiction to it, how to protect it, how to give it away. By the time I wore "Editor" on my metaphoric green eyeshade, I had not learned it all, but I knew I had been excellently taught. And it troubled me that, somehow, I had not done enough.

A friend sent me back to Steven Spielberg's movie "Gremlins." In it, she reminded me, the adventurer who brings the adorable little magwai out of an exotic Chinatown lair is advised by an Ancient One: never lead it to water and don't let it eat after midnight.

"When you brought women into a strange land," she said, "the same rules applied. You gave women water--power--and, optimistically, you left them alone. Like gremlins, they turned into monsters."

Surely that wasn't inevitable, was it?

Still, mine was only one case history, an experiment. It had been an exhausting and profoundly disappointing chapter in my career, but instructive. When I left The Herald in 1985, I tucked it under my arm until I could know how, or why, to pass it along.

My experiment came back to me with the full force of an earthquake almost three years later. I was having a conversation with Alexander Astin, a professor of higher education at the University of California at Los Angeles. As director of an annual national survey of college freshmen, Astin has for 22 years collected data on the hopes and dreams of the young. "Students are a pretty good barometer on society," he was saying, "and what they're teaching us is that society's values have shifted." Of 1987's roughly 290,000 freshman, a record 75.6 percent said that "being very well-off financially" was a top concern, considerably more than in 1986 and nearly twice the 1970 percentage.

That, in itself, was not what intrigued me. Rather, it was that during that same period--as female enrollment swelled to equal and, in some parts of the country, exceed male enrollment--the interest in "developing a meaningful philosophy of life" reached an all-time low. From a peak of 82.9 percent in the freshman class of 1967, this interest has nose-dived to a 39.4 rating. The mind and matter values had virtually flip-flopped.

I asked Astin what he thought accounted for that extreme swing. He touched his finger tips together, paused and answered: "The women's movement."

I knew what he meant. I thought about the fact that while I was seeing startlingly diminished evidence of a social conscience and beneficence in my age group, studies showed young people were turning to materialism like flies to butter. There had to be a deeper cause than the Reagan era and Wall Street. The most significant social movement of my lifetime--the women's movement--had to have played a key role.

"A large part of the thinking behind the women's movement said that the goodies in this society were disproportionately reserved for the men," Astin said, "and that there were obstacles to women having access to these goodies. . . . It was one thing to resent not being free to become a doctor or lawyer, or business person because of an expectation that a woman should take care of a man and raise kids. But I think it was something else to emphasize women having an opportunity to go out and make a killing just like the guys."

Had the tangible goals of the movement survived, but without the philosophical underpinnings that had made them so supremely important? Had status, money, power, become, in themselves the rewards? "In every trend," Astin told me "the men are not taking their leads from the women. But the women have come to resemble the old male models."

I dragged myself back to my office in Westwood that afternoon, realizing as I walked along the sidewalk, somewhere between the U.C.L.A. Student Union and my Videotheque store, that if we were passing on to our children merely the values of power, money and status, it was because those were what we were clinging to. What was missing in the "new" women I saw at the Herald and elsewhere was the joyful "I am." What remained was the fearful "I want."

The more time I've spent with female professionals in Los Angeles and other cities, the more I have noticed a shift away from the attitudes of the 60's and 70's--that talk of strength and sisterhood--to the hard-edged, glitzy patois of the 80's. Women's anger toward men is, I believe, even greater now than before. Devotion to success at the expense of personal well-being is rampant. Something is seriously askew.

What of the legacy of the women's movement? Some argue that we have, as a society, moved forward under its continuing influence. Others subscribe to the "critical mass" theory--that is, that only when enough women (or blacks or Hispanics or homosexuals) gain power does an evolutionary movement toward equality occur. I find that the latter theory is quickly embraced by those who prefer to ignore the negative female leadership styles they see around them. But many of those I interviewed for this article argued that both men and women are furthering the problem by refusing to deal with it honestly.

"Let's face it," said one man, "those of us who would like to learn management techniques from our female boss don't even know what to say when we see her hire and promote and then set up rivalries with them. If we confront her, we're 'just being men'; if we don't, we're wimps.'"

Or this, from a woman, an entertainment executive in Hollywood: "I think women dress like men and act like men in the office because corporate males love it; it doesn't threaten their sexuality."

At a conclave held in February at the University of Southern California to examine the effects of the women's movement on the media, Anne Taylor Fleming, a writer and television commentator, addressed fellow panel members at the summary session of the meeting: "We talk a lot about women getting 'access' to male worlds--the power and the money--but a part of me is saying, 'Do I want that? Is that what we want? Didn't we want to redefine that terrain? Didn't we want to figure out a way to help men be more genteel, more gentle?' I don't see it happening. . . . What I worry about is that along with making the breakthroughs, we are acceding to the styles of male behavior. I think it bodes ill certainly for women, probably for men and for all our children."

Fleming's point, applauded by the audience, was not picked up by the moderator, Betty Friedan. It was significant, I thought, that the subject was being dodged. Others agreed. Said one frustrated conferee: "This is no time to be semi-honest."

I will tell you exactly what I see and it's not good," said Judy Miller, vice president of marketing at Braun & Company, a Los Angeles public relations firm. She is also president of the powerful Los Angeles Trusteeship for the Betterment of Women, a mother and a community leader.

"I see two types of women in the U.S. corporate culture--the young M.B.A. women and the 'super bitches.' The younger women come out of graduate schools with all the degrees, full of training and enthusiasm and no people skills. They figure they just do the job required, get paid big money fast and that's that. They have no ability to interact, no ability to work with teams, no talent at delegating and no willingness to give credit rather than hog it.

"The new generation of M.B.A.'s has been trained like men and they come in and act like little automatons, as if they've rejected their instinctive skills. Very, very few women are good all-around contributors. Most couldn't care less, refuse to play and then hit a ceiling and are not promoted. They blame the system or the men who, right now, are acting like better contributors than the women."

And the older workers?

"They used to be queen bees. Now, they're super bitches. They feel 'entitled'--to power, to huge salaries, to treating others, especially women, with disdain and an arrogance that says, 'I don't need anybody.' They all go off and tell dirty jokes with the guys, completely rejecting their own femininity and becoming sexist counterparts."

"I tell myself that we may be sensitive to this because any woman out there who makes it still represents every woman," Miller said. "Or I think, 'Maybe there are enough women doing things that we're just seeing universally held bad human traits coming out.' I don't know."

At the U.S.C. conference, entitled "Women, Men and Media: Breakthroughs and Backlash," Betty Friedan asked a distinguished group of national media figures the following question: "Are women going to move to money rather than social consciousness?"

Howard Rosenberg, The Los Angeles Times television critic, said: "If we labor under the assumption that women are somehow going to be of a higher consciousness than men, we are wrong.

Esther Shapiro, a television producer ("Dynasty"), said: "Well, women have an equal opportunity to be as ruthless as they want."

The question, to me, is not whether women can be as ruthless as men; we all know the answer to that. But is it so unreasonable to expect, as we did during the height of the women's movement, that women can be humanizers?

In the unique laboratory that was The Herald, women given large doses of power were transmogrified by it. Faced with the freedom to behave differently from the iconic male executive, the new women chose the course of least change.

Can we avoid imitating the very worst, rather than the best, of the male model? Can we spare our children our mistakes? The U.C.L.A. data would suggest that the next generation is patterning itself after women who, perhaps involuntarily, are helping to reinforce rather than reinvent the models of the past.

I am haunted by the ancient words of Euripedes:

The Gods
Visit the sins of the fathers upon the children.

Of the many aftershocks I've felt since leaving The Herald, the strongest came on the day Gwen Jones died. She was 37, beautiful, wise and withered to death by cancer. On a February day, we gathered in a large church in Altadena, California, to mourn her.

A friend warned me that this occasion would be tough on many levels, not the least being that it was the first real "family reunion" of the old Heraldites: "Don't worry if it isn't there anymore. Offices really can't be families, you know."

But it was there all right.

We wept and sang and hugged and cheered Gwen for bringing us back together. Despite those who had tried to politicize us, fragment us, defeat us, it had happened. We were family. The younger female executives came excitedly to talk about their new babies and their husbands as well as their work.

Only one of the former "power women" showed up. Unsurprisingly, she created the only power pew in this most non-hierarchical of environments. She sat with the current and former publishers of the newspaper, both men, one at each elbow.

The women I have watched most carefully are those who richly deserved and won the opportunity to effect change. These are not downtrodden females. I cannot think of one out of the 40 or 50 who immediately march before my eyes who is not attractive, possessed of wit and capable of warmth.

No, this monster is within. Out of some ancient fear that the power is not truly ours, we set about destroying it. Like slaves who can't give up their masters, we cling either to male bosses or male models. We are responsible for keeping alive the "He-Tarzan, Me-Jane" ethic, rendering ourselves powerless all over again. But somehow comfortable.

We ought to ask again: what do we want? If it is not to reach within ourselves and out to men, to humanize institutions and to pass on a different set of standards to our children, then what?

The "new female model" Betty Friedan called for in "The Second Stage"--the synthesis of "female experiences and female values"--has not yet formed. It is, perhaps, in the bulbs, as Eleanor Holmes Norton says, and will flower when the earth is warm enough. But it is time to be sure we are teaching the young well.

One can only hope that when Gwen's 6-year-old daughter, Jasmine, is ready, the garden will be in full bloom.

This article originally appeared in New York Times Magazine, June 26, 1988

Sexual Harassment

SEXUAL HARASSMENT (Short Lecture)

Harass - To annoy persistently

Harassment is:

1. Unwanted attention based on sex, race, handicap, or age, which substantially interferes with an individual's work performance or creativity by creating a hostile, intimidating or offensive work environment.
2. Most often an expression of power and is aimed toward the helpless.
3. Can be perpetrated by either gender.

The Equal Employment Opportunity Commission published a definition of sexual harassment in the November 10, 1980 Federal Register, which has become the generally accepted legal guideline.* It states that: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

b. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;

c. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

Title IV, Title VII, and Title IX indicate that educational institutions have a responsibility to protect students and staff from sexual harassment.

Sexual harassment much more often occurs by men towards women because men in our society have historically been in the seats of power. And our social mores have supported sex bias by valuing women less, and viewing women as sex objects.

Harassment can be verbal, or expressed by physical gestures or bearing. It may be obvious or subtle. Subtle harassment may take the form of suggestive jokes, or a frequent arm around the waist as part of a conversation. Subtle harassment often escalates.

Sexual harassment is:

a. sex assault

b. making sexual demands

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*See "EEOC Gives Guidance on Current Issues of Sexual Harassment," November 23, 1988, Labor Law Reports - Employment Practices.

c. subtle pressure for sexual activity

d. sexual remarks about a person's clothing, body, or sexual activity

e. gratuitous touching, patting, pinching, or brushing up against a person's body

f. continual staring at a person's body

g. continual sexual jokes or practical jokes that are racial and/or sexual

h. continual teasing, or slurs of a racial or sexual nature

SEXUAL HARASSMENT (Long Lecture)

What is Sexual Harassment?

Sexual harassment is not easy to define because it could take a variety of forms. Basically, it could be described as unwelcome sexual attention. The vast majority of cases of sexual harassment in employment have involved a man giving unwelcome sexual attention to a woman--usually when he is her supervisor. Such attention has included:

- Subtle pressure for sexual activity.
- Sexual remarks about a woman's clothing, body or sexual activities.
- Gratuitous touching, patting, or pinching.
- Continual staring at a woman's body.
- Constant brushing against a woman's body.
- Making overt sexual demands.
- Physical assault.

How Pervasive Is It?

Only recently has there been reliable data on how extensive sexual harassment in employment really is. As a closet issue, it generated very little scrutiny until 1975, but three surveys taken since then indicate that sexual harassment is pervasive:

- Redbook Magazine surveyed 9,000 clerical and professional women. Result: 92 percent said they'd experienced sexual harassment.

- In a study of 155 women, Working Women United Institute found that 70 percent had been sexually harassed.

- University of Texas Professor Sandra Carey questioned 401 women -- and all said they'd suffered sexual harassment on the job.

Title VII banned sex discrimination in employment starting in 1965. Why has it taken ten years since then for women to start filing Title VII charges that sexual harassment violates that ban?

Women have long felt that complaining about sexual harassment wouldn't do them any good--and could do them some harm. The Working Women United survey found that 4 out of 5 women decided not to complain about the sexual harassment they'd experienced. Their reasons:

- They believed nothing would be done (52 percent).

- Their complaints would be treated lightly or ridiculed (43 percent).

- They would be blamed and would suffer repercussions (30 percent).

Thus, although many working women believed they were being sexually harassed, they were resigned to such harassment as an inevitable part of their jobs, which they stood to lose if they protested. In addition, the legal relationship between sexual harassment and Title VII violations seemed to be tenuous, since sexual harassment is ordinarily based on individual conduct rather than company policy.

In 1975, however, the issue began to emerge publicly and women's groups made it clear they considered sexual harassment to be job discrimination as much as systematic denial of promotions to women or giving women lower pay than men doing similar jobs. Their main argument was:

- Men hold most of the managerial positions and have the power to coerce female subordinates into acceptance of unwanted sexual demands. This has resulted in:

- Intolerable and stressful working conditions hazardous to mental and emotional health.

- Women losing their jobs or deserved promotions for not complying with sexual demands.

Using these arguments, women's groups began to work toward establishing that sexual harassment is a violation of Title VII's ban on sex discrimination in employment. In the beginning, they met with little success. Out of the first six court rulings on the issue, five went against the female complainants:

Barnes vs Train (Later changed to Barnes vs Costle): A female administrative assistant in the Environmental Protection Agency charged that her boss abolished her job after she refused to have an affair with him. U.S. District Court (D.C.) said that Title VII did not cover such claims, arguing that she was not discriminated against as a woman but because she refused to engage in a sexual affair with her supervisor.

Corne vs Bausch and Lomb, Inc.: Two clerical employees charged that they were repeatedly subjected to verbal and physical sexual advances by their supervisor and finally were forced to resign. Since he also harassed other female employees subordinates, and favored those who cooperated with him, the plaintiffs alleged that the harassment constituted a condition of employment based on sex discrimination, thus violating Title VII. U.S. District Court (Arizona) found no merits in their arguments. It ruled that the supervisor's conduct did not violate Title VII because it was not company policy, simply his own personal activity.

Barber vs Saxon Industries, Inc.: Citing the Corne ruling, U.S. District Court (Virginia) said a woman's allegation that she was fired because she refused to have sexual relations with her supervisor was not covered by Title VII.

Williams vs Saxbe: This was the first ruling to support the female complainant in a sexual harassment case. A female Justice Department employee charged that she was given a poor appraisal and then fired after rejecting her supervisor's advances. The employer used the same defense that proved successful in the Corne case: It was an isolated incident and not a result of agency policy. This court did not accept that argument, however. Its reasoning: If the supervisor's policy was to base employment conditions on sexual submission, then it was also the agency's policy. And since the supervisor made similar advances to other female subordinates, a discriminatory condition of employment was established.

Miller vs Bank of America: A female clerical worker charged that her supervisor offered her a better job in return for her sexual cooperation, and then engineered her dismissal when she refused. U.S. District Court (California) rejected her claim for two reasons: First, the bank had a policy that employees engaging in moral misconduct, including sexual advances, would be suspended or dismissed. Second, the woman failed to complain through the internal grievance channels available to her.

Tomkins vs Public Service Electric & Gas Company: A female clerical employee charged that when she became eligible for a promotion, her supervisor propositioned her, then threatened her after she rejected his advances. When she complained to higher management about the incident, she was first demoted, then fired. Citing three previous cases, U.S. District Court (New Jersey) ruled that sexual harassment was not sex discrimination under Title VII. The court did say, however, that the woman was entitled to sue for being fired because she complained.

Three Reversals

In 1977, the legal tide began to turn. The Fourth Circuit Appeals Court reversed the lower court in *Barber vs Saxon Industries*. The appellate court ruled that because the complainant alleged that her employer had acquiesced in allowing female employees to be sexually harassed, her case should not have been dismissed. However, the decision only ensured a hearing; there was no decision on the merits.

Then, in July 1977, came the first appellate court ruling that Title VII does protect female employees from retaliation for rejecting sexual advances. The D.C. Circuit Appeals Court reversed the lower court ruling in *Barnes vs Costle*. Said the appellate court: Denial of the women's promotion was clearly based on her being female, and thus was sex discrimination. In addition, the court held that employers are chargeable with such sexual harassment by their supervisory personnel, unless they have a policy against such discrimination and rectify it when it occurs.

In September 1977, U.S. District Court (Michigan) rules in *Munford vs James T. Barnes* that an employer has an affirmative duty to investigate complaints of sexual harassment and deal appropriately with the offending personnel.

November 1977 saw another reversal that bolstered Title VII sexual harassment claims. In *Tomkins vs Public Service Electric, Gas Company*, the Third Circuit Appeals Court reversed the lower court and said that the female complainant had a valid sexual harassment claim under Title VII.

The U.S. Supreme Court heard its first sexual harassment case in 1986. In a unanimous decision, the Supreme Court agreed with the interpretation that sexual harassment is a form of sex-based discrimination in violation of Ttile VII.

Recent court decisions include:

Flower vs K-Mart Corporation: $800,000 awarded to plaintiff plus additional $2.5 million civil penalties against the corporation.

Kyriazi vs Western Electric: $1,500 punitive damages were ordered to be paid by the individual supervisor and each individual accused of harassing the plaintiff. The final settlement cost the company several million dollars.

Dorfman vs CBS: $250,000 awarded in settlement to plaintiff who was harassed by corporate executive at a company dinner.

Brewer vs City of Spokane, WA: $195,000 awarded in settlement to police officer harassed by fellow officers.

What Guidance for Employers?

The Equal Employment Opportunity Commission (EEOC), which administers Title VII, defines sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

An employer is guilty of violating Title VII if:

- A supervisor or manager makes sexual advances or demands on a subordinate employee and conditions the employee's job status on a favorable response.
- The employer knows of the problem and does nothing to remedy it equitably.

What Steps Can Employees Take?

Listed below are preventive measures by which the employer can avoid derivative liability:

1. Develop a clear policy prohibiting sexual harassment, include a specific definition of the term.
2. Communicate the policy to all employees, particularly supervisory and managerial. Explain the legal implications--including potential costs--of sexual harassment.
3. Post the policy against sexual harassment.
4. Include the policy in affirmative action plans.
5. Develop a workable mechanism for the prompt reporting of complaints--with trained people to deal with them.
6. Include within this mechanism a rapid warning for the supervisor involved.
7. Thoroughly investigate every complaint of sexual harassment--and move quickly against any employee who violates the policy.
8. Afford the opportunity for the complainant to remain anonymous.

The intelligent employer should set up some kind of mechanism to handle complaints of sexual harassment. Most companies already have at least informal procedures for processing complaints of employee mistreatment, but the development of a formal system appears warranted, in the discrimination area in general and in the area of sexual harassment in particular.

Sometimes a sexual advance may not be offensive, and sexual liaisons between employees may not necessarily originate in the workplace. Nevertheless, complaints may arise from such situations, and a formal mechanism for handling such complaints will serve to weed out unfounded charges.

Obviously, problems peculiar to the individual situation may arise that require tailor-made remedies short of suspension or dismissal, such as transfer, warning, or some other kind of reprimand. Formal procedures, however, will help to create a fair system for addressing the problem and allow for reasonable resolution of complaints. What should be emphasized is that some mechanism should be developed, because sexual harassment, at least in the form of sexual advances by supervisors and retaliatory action for refusal, is a violation of Title VII, and therefore an employer is under an obligation to attempt to prevent it and remedy it if it occurs.

What Can Employees Do?

There are ways that employees who are being harassed can deal with the situation short of bringing a law suit. An employee could start with these steps:

1. Clearly communicate to the harasser(s) that the attention is unwanted and uninvited.
2. Keep a written record of what happened, including when it occurred, how you responded, whether there were any witnesses, and who you told. Try to make the record(s) while it is fresh in your memory. Keep the records at home, not in your workplace.
3. Talk to other employees if you suspect that they have been similarly treated. Talking to co-workers is important so that they are aware of what is happening and that you are upset about it.
4. Report the problem to your supervisor; if the harasser is your supervisor, report it to the harasser's supervisor. Ask that the harassment be stopped.
5. File a formal complaint if your company has an internal complaint system or if you are represented by a union.

If these steps don't end the harassment, the employee may want to file a charge under Title VII or under a state or local anti-discrimination law.

For more information, contact the Women's Legal Defense Fund. Their book, *Sex Discrimination in the Workplace* (where the above list comes from), covers issues of harassment, pay equity, and pregnancy discrimination. They also offer free fact sheets on these and other topics. Contact them at 2000 P Street, N.W., Suite 400, Washington, DC 20036, or call (202) 887-0364.

See "EEOC Gives Guidance on Current Issues of Sexual Harassment," November 23, 1988, Labor Law Reports--Employment Practices.

Handout

SEXUAL HARASSMENT IN THE WORKPLACE: A FACT SHEET

by Women's Legal Defense Fund

Sexual harassment is a problem that a majority of American women will face during their lifetime. In fact, studies show that seven of ten women are sexually harassed at some point in their working lives. This fact sheet will give you the basic facts about sexual harassment.

What Is Sexual Harassment?

Sexual harassment is offensive and unwelcome attention in the form of pressure for dates or sexual favors, sexually suggestive gestures or remarks, touching, or actual or attempted rape or assault. Sexual harassment is common in the workplace and creates barriers to the advancement of women in employment.

Sexual harassment is a form of sex-based employment discrimination under Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination on the basis of race, sex, religion, or national origin. The Equal Employment Opportunity Commission (EEOC), which is charged with administering Title VII, defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

In 1986, the United States Supreme Court heard its first sexual harassment case, *Meritor Savings Bank v. Vinson*. In a unanimous decision, the Supreme Court agreed with the EEOC's interpretation that sexual harassment is a form of sex-based discrimination in violation of Title VII of the Civil Rights Act. Moreover, the *Vinson* decision made it clear that even if you submit to unwelcome advances because you fear losing your job or other benefit, you may still have a sexual harassment claim. The issue is whether the alleged advances were unwelcome.

The EEOC guidelines provide that if the harassment has made your workplace an unreasonably hostile place, that may be sufficient to bring a sexual harassment claim. In other words, you do not have to lose a tangible economic benefit such as a promotion or your job, to bring a sexual harassment claim. Also, while an employer is not automatically liable for the actions of its employees, the employer may be held responsible for harassment by supervisors, co-workers and even non-employees if it is believed that the employer knew or should have known of the harassment.

Sexual Harassment Is Against the Law

While most claims of sexual harassment are brought under Title VII, claims may also be made under state and local anti-discrimination laws or based on tort, contract, negligence, criminal or constitutional theories. When considering what your options are, you should consult an attorney.

Under Title VII the general procedure for bringing a sexual harassment claim begins with filing an administrative charge with the Equal Employment Opportunity Commission or your local human rights office. Most charges should be filed within 180 days of the alleged discrimination. After you have exhausted your administrative remedies, you may be able to file a lawsuit.

What Should I Do If I Have Been Sexually Harassed?

Because of *Vinson*, more people know that sexual harassment is against the law and will not be tolerated. However, sexual harassment is still a problem. You must protect yourself and know your rights. There are ways you can deal with sexual harassment short of bringing a law suit. If you feel you are the victim of sexual harassment, think about doing the following:

1. Clearly communicate to the harasser(s) that the attention is unwanted and uninvited.

2. Keep a written record of what happened, including when it occurred, how you responded, whether they were any witnesses, and who you told. Try to make the record(s) while it is fresh in your memory. Keep the records at home, not in your desk at work.

3. Talk to other employees if you suspect that they have been similarly treated. Talking to co-workers is important so that they are aware of what is occurring and that you are upset about it.

4. Report the problem to your supervisor or if the harasser is your supervisor to whoever is superior to the harasser, asking that the harassment be stopped.

5. File a formal complaint if your company has an internal complaint system or if you are represented by a union.

If the above steps have failed to bring the harassment to an end, you may want to file a charge under Title VII or a lawsuit based on a tort or contract theory.

If you have a question about sexual harassment, contact the Women's Legal Defense Fund.

This fact sheet is available free of charge from the Women's Legal Defense Fund, 2000 P Street, N.W., Suite 400, Washington, DC 20036, 202/ 887-0364.

SEXUAL HARASSMENT IN THE FORTUNE 500

by Ronni Sandroff

How top policymakers at America's giant corporations see (or refuse to see) the harassment of women employees: A major report from a groundbreaking new survey.

- **Women aren't crying wolf.** Most complaints of sexual harassment are valid, say 64 percent of the human-resources executives.
- **Pioneers are the most vulnerable.** Companies with the lowest percentage of women workers report the highest complaint rate.
- **Sexual harassment is about abuse of power,** not sex. Two-thirds of complaints are made against immediate supervisors and upper management.
- **Ignoring sexual harassment is bad business.** The problem costs a typical Fortune 500 company $6.7 million a year in absenteeism, employee turnover, low morale and low productivity.
- **Companies are being held accountable** for their employees' crimes. Almost 90 percent of Fortune 500 companies have received complaints of sexual harassment. More than a third already have been hit with a lawsuit; nearly a quarter have been sued repeatedly.

Sexual harassment in the workplace is at last being recognized as a pervasive and expensive problem for American business. In 1980 the Equal Employment Opportunity Commission published its historic guidelines on sexual harassment. Since then more than 38,500 cases have been filed with the federal government. Two years ago the U.S. Supreme Court unanimously upheld the EEOC guidelines. In the landmark case of Meritor Savings Bank v. Vinson the court found that sexual harassment that is sufficiently severe or pervasive to create a hostile or abusive work environment violates the law. The cost of settling sexual-harassment suits has climbed steadily. Last year Kmart Corporation paid a record $3.2 million in fines and penalties to settle a single case.

Is This Sexual Harassment?

	A male supervisor asks a female staff member out on a date. Although she refuses, he continues to ask her.	A manager is having an affair with her boss but wants to break up. He says that she will not get the promotion she's been expecting if she does so.
Survey Findings		
SAID YES	97%	99.5%
called it severe	23%	98.0%
called it moderate	47%	0.5%
called it subtle/ambiguous	27%	0.1%

SEXUAL HARASSMENT IN THE FORTUNE 500 (page two)

To find out how corporate policymakers are responding to the changing legal and social climate, *Working Woman* surveyed Fortune 500 manufacturing and service companiesearlier this year. What you are about to read is the first scientific sampling of its kind in the private sector. Directors of personnel, human-resources and equal-opportunity offices who represent 3.3 million employees at 160 giant corporations responded in depth to the 49-question survey.

The results of the 1988 *Working Woman* Sexual Harassment Survey offer important lessons about the high cost companies pay for ignoring the problem and provide a sobering look at how widespread legal problems concerning sexual harassment have become. The respondents also offer telling insights into what's behind the flurry of lawsuits: how high level policymakers see (or sometimes refuse to see) sexual harassment in the workplace, what they're trying to do about it, and what's working and what's not.

The survey suggests a major transformation in corporate attitudes in the past decade. As America moves into the 1990s, corporations have absorbed the lessons and the laws of the civil-rights and the women's movements. Sexual harassment, once a feminist issue, has become a financial one; and substantial numbers of companies are reacting accordingly, treating the issue with seriousness and a significant investment of time and money. Many, thought not all, corporate leaders have come to realize that companies that tolerate sexual harassment in the workplace pay a price, in the form of lost productivity, the exit of valuable employees and expensive and damaging lawsuits.

A Crime without a Name

The law banning sexual discrimination is part of Title VII of the Civil Rights Act of 1964. But it took more than 15 years for the government to figure out how to enforce the sexual harassment implications of the act, and even longer for corporations to understand it.

In fact, there wasn't even a proper definition of sexual harassment until women began to speak out in the 1970s and women's groups began to publicize the issue. In 1980 their efforts bore fruit. The Equal Employment Opportunity Commission, then headed by Eleanor Holmes Norton, published a landmark series of guidelines to help corporations conform to the law. The EEOC defined sexual harassment as "unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature" that are connected to decisions about employment or that create an intimidating, hostile or offensive work environment. The guidelines established a powerful mandate for employers: They have an affirmative duty to prevent and eliminate such behavior.

From Ridicule to Routine

The initial corporate response to the EEOC guidelines was anything but welcoming. Norton, now a professor at Georgetown Law School, recalls that employers said, "This is ludicrous, we don't know what sexual harassment is." "Well, somehow they found out," said Norton when told of the new consensus uncovered by the 1988 *Working Woman* Sexual Harassment Survey.

Corporate America has had its consciousness raised on what constitutes sexual harassment. Top Fortune 500 policymakers of both sexes have accepted the guidelines, they have no trouble labeling eight scenarios reported in the news as sexual harassment (see tables). Many hold a definition of harassment that is surprisingly broad, given the early resistance to the concept. "If it makes you uncomfortable, it could be harassment" is what Alma Scott-Buczak, director of equal opportunity affairs at Pfizer, Inc., tells employees.

From the beginning, however, women managers welcomed the EEOC sexual-harassment guidelines more enthusiastically than men did. In a 1981 joint *Redbook-Harvard Business Review* survey of 2,000 executives, 91 percent of women managers-but only 56 percent of male managers--said that they found the guidelines reasonable and necessary. When corporations began to publish their own antiharassment guidelines, some male managers complained they were so confusing they'd make "a man afraid to speak to a woman in the office without first speaking to a lawyer," as one VP of personnel put it.

Yet despite the resistance, it's clear that legal pressure works. "What amazed me after the sex harassment guidelines were promulgated," says Norton, "was the extent to which large companies took the advice of the guidelines, promulgated their own rules, hired consultants and did all kinds of things to prevent sexual harassment."

The *Working Woman* survey found that 76 percent of companies surveyed now have written policies banning sexual harassment, and another 16 percent include it in their policies against discrimination. Most policymakers (66%) say the EEOC guidelines prompted their company to institute its own. However, 54 percent also admit that fears of legal exposure helped get company policies on the drawing board.

How Valid are Complaints?

The purpose of corporate policies on sexual harassment is to help personnel achieve a major change in attitude. "It's not like in the old days, when men could chase their secretaries around the desk," says Phyllis Dobbs, EEO coordinator for Longs Drug Stores. Today supervisors are responsible for curbing behavior that may have been ignored, even condoned, by their companies in the past.

Most of the corporate executives interviewed say their own perception of sexual harassment has been heightened. A substantial majority, 64 percent, agree that most complaints they receive are valid. Herbert E. Hentz, affirmative action officer at Brandeis University, explains why: "People recognize sexual harassment as a serious accusation, and they don't want to jeopardize their position. Every story I hear is very specific and very detailed--too much so to be made up." One survey respondent adds: "More than 95 percent of our complaints have merit."

This seems a leap forward from attitudes just a few years back, when sexual harassment victims were subjected to the same unsympathetic scrutiny that rape victims used to receive. (Was she unconsciously "asking for it?") In the 1981 *Redbook-Harvard Business Review* survey, 63 percent of top managers and 52 percent of middle managers believed that "the amount of sexual harassment at work is greatly exaggerated."

Shame Versus Blame

Coming forward with a complaint can be a daunting ordeal to someone who has been sexually harassed. "Ninety-five percent of all women and men who report sexual harassment fear retaliation and a loss of privacy," says Mary Rowe, PhD, Special Assistant to the President at MIT and an ombudsman who is consulted on about 50 cases a year. "They also feel that it's pointless to complain--management won't do anything."

While policymakers say they take complaints seriously, they still have to convince employees that they mean what they say. Compared with cases reported through other channels the number of formal complaints involving sexual harassment remains quite small, suggesting a huge gap between the incidence of sexual harassment and the rate of filing complaints. Almost 90 percent of the companies surveyed received at least one complaint in the last 12 months, and 25 percent received six or more. But experts say the numbers seem unbelievably low: The survey reports that companies received only 1.4 complaints per 1,000 women.

The disparity between incidents and complaints is clearly shown by a 1988 survey of federal workers by the U.S. Merit Systems Protection Board. It found that over a two-year period an astounding 42 percent of female workers and 14 percent of male workers reported they had experienced persistent unwanted and uninvited sexual attention. The federal survey documents the reporting gap: Only about 5 percent of government employees who said they had been harassed went as far as filing formal complaints or requesting an investigation.

Is This Sexual Harassment?

	Two men and a woman enter an elevator. The men make comments about the woman's anatomy.	A group of men paste nude photos from "Playboy" onto biographies of new women employees that the company includes in its newsletter.
Survey Findings		
SAID YES	99.5%	100%
called it severe	46.5%	71%
called it moderate	41%	25%
called it subtle/ambiguous	12%	4%

"Employees don't have confidence in the complaint structure," cautions Freada Klein, PhD, an organizational-development expert who has testified as an expert witness in 12 sexual harassment cases. Klein, who analyzed the 1988 *Working Woman* Sexual Harassment Survey results, says, "Every employee-attitude survey that we've conducted for the private sector shows at least 15 percent of female employees have been sexually harassed in the last 12 months."

The number of complaints in the *Working Woman* survey may be low because they represent only those that have come to the attention of corporate headquarters. Few companies make an effort to keep track of complaints filed in branch offices and plants.

Most companies neglect easy and inexpensive methods for detecting unreported sexual harassment. Only 9 percent ask about harassment on employee surveys, and a mere 4 percent bring it up during exit interviews. Harassment hot lines have been set up in only 7 percent of the companies surveyed. Part of the settlement of a suit against Goodyear required the company to set up an 800 telephone number to receive confidential allegations of sexual harassment.

Perhaps the simplest preventive of all is suggested by Bud Baxley, corporate EEO coordinator for Texas Industries, Inc.: "Make managers and supervisors directly responsible for the situation should it occur in their sector. This forces them to be more aware of the problem and to do something about it."

Why Employers Hold Back

Why are so few incidents of sexual harassment reported? Fear of retaliation is a major factor. According to the *Working Woman* survey, the majority of harassment complaints are brought against either a woman's immediate supervisor (36%) or another person with greater power than the complainant (26%). Judith Vladeck, a New York labor lawyer who has represented a number of plaintiffs in sexual-harassment cases, says fears of retaliation are not unfounded. "A woman came to me who was distraught because a man was putting his hands all over her. She went to the senior VP of personnel with her complaint," Vladeck relates. "Within two hours he had called in the aggressor and told him all about the complaint against him. And the aggressor went right back to this woman's office threatening to kill her."

Women who do complain tend not to do so until the harassment becomes severe. In Meritor Savings Bank v. Vinson, the landmark Supreme Court case, Mechelle Vinson had been coerced into sexual relations with her supervisor for years before she finally quit and filed charges. In the *Working Woman* survey, 26 percent of complaints filed involved deliberate touching, leaning over or cornering, and 29 percent of complaints cited pressure for dates or sexual favors. Actual or attempted assault was involved in 1 percent of the cases.

Freada Klein feels the high percentage of discharges for harassment (20% of offenders) revealed by the survey is an indication of the severity of the charges filed. "Women are still not complaining early enough because it's not safe to complain," says Klein. "Harassment tends to escalate if it's not stopped promptly." When it does escalate, the victim is in a double bind. If she finally complains, she can be asked, "If this has been going on for months, why didn't you come forward sooner?"

In some circumstances women find it simpler to quit than to complain. "We have a young work force, a lot of low-paying jobs and a high turnover," explains Dobbs of Longs Drug Stores. "It's easy for many employees to quit and find work down the street." Others stick it out, defending themselves as best they can; they take more sick leave and suffer an eclipse of confidence in their company that saps their enthusiasm and productivity.

It's clear that sexual harassment takes a psychological toll on victims. It also takes an economic toll on employers. Sexual harassment costs a typical Fortune 500 company with 23,750 employees $6.7 million per year in absenteeism, low productivity and employee turnover. That doesn't include additional millions in possible court costs, executive time and tarnished public image should a case end up in court.

Who's Most At Risk for Harassment?

Pioneering women, the first of their sex to break into an area of employment, are most vulnerable. Companies with the lowest percentage of women workers report the highest rate of formal sexual harassment complaints. Where women make up less than 25 percent of the work force, the number of complaints amounts to about 2 per 1,000 women. The complaint rate drops by half when women make up more than 50 percent of a corporate population. "Pioneers are often vulnerable whether it's the first woman police officer or the first woman neurosurgeon," says Klein.

Is This Sexual Harassment?

	A female worker repeatedly is patted on the behind by a male co-worker.	At staff meetings, a manager frequently sits next to an employee. He occasionally touches her arm and rubs her neck.
Survey Findings		
SAID YES	100%	99.5%
called it severe	87%	48.0%
called it moderate	9%	30.0%
called it subtle/ambiguous	4%	21.5%

On the other hand, at places like NCNB, a bank holding company in the Southeast with a large percentage of female employees, there's a low incidence of complaints and an atmosphere of greater understanding, according to VP Karen Geiger. "Most complaints involve only an inappropriate comment. There are rarely cases of physical contact."

Some companies are sensitive to the potential for conflict when women are introduced into a formerly all-male atmosphere. When Texas Industries began to place women in nontraditional jobs as drivers and production engineers, they also got to work on their first formal sexual harassment policy, reports Bud Baxley, corporate EEO coordinator.

While men are the perpetrators of the vast majority of sexual-harassment incidents, women also are harassers, usually of male pioneers filling jobs usually held by women, according to the federal study. In the corporate world, the number of harassment complaints brought by men is minuscule but not unknown: Most of the human resources officers interviewed are aware of such a case.

Complaints of homosexual and lesbian harassment also are rare, but some experts see this changing. When sexual-harassment specialist Linda Krystal Doran placed an ad in the Seattle newspaper offering confidential counseling for those experiencing same-sex harassment on the job, she was astonished that she received 21 calls in a two-week period.

When Office Romances Go Sour

Office romances muddy the water in some harassment cases. In a typical scenario, a subordinate may report being harassed, fired or subject to abuse after she ends an affair with her boss. Robert D. Chattin, VP of human resources at York International, a manufacturer of heavy equipment, reports a case in which a male supervisor and a recently divorced female employee had a brief affair. When the supervisor subsequently tried to deal with her absenteeism and low productivity, she filed a harassment complaint.

"There was guilt found on both sides," says Chattin. "The employee later apologized and the supervisor was given a verbal warning about what can happen when he has professionally compromising relationships."

Revenge is occasionally an element in sexual harassment complaints. "But it is not a primary motivator," says Joan Engstrom, director of EEO for General Mills. "People generally don't enjoy raising this issue. There are easier ways to get revenge."

Office romances can create another legal risk for employers. Uninvolved bystanders may level charges of discrimination. Catherine Broderick, a lawyer at the Securities and Exchange Commission's regional field office in Washington, DC, won two retroactive promotions, complete with back pay of $88,000, after a nine-year lawsuit. The court found that the love affairs and frequent partying at the SEC created a hostile and discriminatory work environment that kept Broderick from getting deserved promotions.

"You can't control love," comments Professor Norton, "but romances between bosses and the people under them really do raise questions of ethics." Norton suggests a need for a sexual ethic in the workplace that requires people who become romantically involved to request a transfer that severs a reporting relationship.

What Happens to Offenders

In most companies, once a sexual harassment charge is filed, an investigation is initiated. More than half the corporations surveyed include a description of investigation procedures and possible disciplinary actions in their written sexual harassment policies. The investigation usually involves checking the employment records of the complainant and the accused, talking to co-workers and confronting the accused with the charge. "I was just joking" seems to be the most common and self-incriminating defense. Eight out of ten offenders are given a verbal or written warning; two in ten are eventually discharged. Transfer, suspension, probation and demotion are used in less than 6 percent of cases.

Disciplining offenders is a key to preventing sexual harassment, according to more than 95 percent of survey respondents. It's difficult to apply discipline evenhandedly, of course: human-resources people admit that it's always tougher to dismiss a high ranking executive or a star performer. But today a charge of harassment can damage a promising career.

Diane Johnson, assistant manager of human resources for Sunkist Growers, Inc., tells of a case in which a supervisor made offensive remarks to employees, such as: "If you finish this project on time, I'll take you to bed." The company management, she reports, "had been condoning a harasser's offensive remarks because he's a valued employee. But as we investigate, other problems with his performance are emerging. He is arrogant, obnoxious, defiant. He's becoming less of a valued employee every day."

The Power of Preventive Measures

Policymakers agree that disciplining offenders is only part of the solution, rather like the police action part of antidrug efforts. Some consciously have taken a preventive approach. Nearly 60 percent of the companies surveyed offer training programs on sexual harassment; two-thirds make the training mandatory.

A key finding of the 1988 *Working Woman* Sexual Harassment Survey is that taking a stand and getting the message out to employees does, in fact, help change attitudes. Survey respondents from companies that address the problem with separate policies and active training programs tend to have a much broader understanding of what sexual harassment is, and to condemn various scenarios more vigorously, than do officers in companies without these programs. Respondents from companies with active programs also report greater satisfaction with the effectiveness of their company's efforts to discourage harassment than do those from less active companies. "Sex harassment has developed as one of the great lessons in how education can have an effect on an offensive practice," comments Norton.

Is This Sexual Harassment?

	Company administrators show the X-rated movie "Deep Throat" at a company sales meeting after telling employees that they would show an educational film.	A manager tells a lot of off-color jokes in a female employee's presence. He finds the employee's embarrassment amusing.
Survey Findings		
SAID YES	97%	98%
called it severe	77%	38%
called it moderate	10%	40%
called it subtle/ambiguous	10%	20%

Evidence from the survey supports Norton's point. Companies without a program receive very few complaints. "Those companies send a message to employees--it's not OK to complain," says Freada Klein. Companies that make training mandatory hear of incidents of sexual harassment earlier, when they are less severe and less likely to become major lawsuits. "A mandatory training program seems to effectively convey the idea that managers are responsible," adds Klein.

But most companies that have training programs offer them only to managers (71%). This seems woefully inadequate, given the *Working Woman* survey finding that 32 percent of sexual harassment complaints involve colleagues rather than supervisors.

Where can companies turn for help in developing programs? A cottage industry of sexual harassment consultants has grown up to provide corporations with videos and training programs. Some use imaginative techniques, such as role-playing and dramatizations of sexual harassment situations, which seem to be more effective than a simple lecture in getting employees to free themselves of antiquated attitudes.

"Initially at training seminars there is snickering and off-color jokes to diffuse the tension," reports Bob Zeirk, director of human resources at Hamilton/Avnet Electronics in California. "Then people get serious and involved in the training."

A training program for a Fortune 500 company with around 24,000 employees costs about $200,000 to launch, according to experts Mary Rowe and Freada Klein. The costs of the initial program and its annual maintenance pale when compared with the $6.7 million annual cost of ignoring or mismanaging the problem.

What, exactly does $200,000 or preventive medicine buy? For starters, consultants conduct an employee satisfaction survey to uncover problems. After reviewing the results with management, they develop or revise the company's sexual harassment policy and complaint procedures. They design a customized training program and teach in-house staff to train other employees. Ombudsman Mary Rowe suggests that companies require each employee to spend two hours a year at a training program.

Consciousness-Raising, Corporate Style

Policy statements, disciplinary actions and training programs all are aimed at the same goal: changing the way Americans view how the sexes should relate at work. "Many men are accustomed to treating women in rather limited ways, as sex objects or as relatives," says Professor Norton, "but have little experience in dealing with women as colleagues, peers, workers or supervisors."

But females managers, too, must learn not to brush off worker complaints. "I knew of a situation in which a man had been systematically harassing women on his staff for about two years," says Susan Geisenheimer, VP of human resources at Time Inc. "Some of his actions bordered on true aggression." One woman complained to her female supervisor, who said only that she knew what was going on and advised the worker not to "get into a room alone with him."

The complaint did not reach human resources until the worker transferred to another department. At that point she related her entire story and the man was terminated. The female supervisor was verbally warned about her unhelpful and detrimental attitude.

This points up another key change in how to operate in the new corporate environment. In the past, many mangers found that to keep their jobs they had to adopt a "grin and bear it" attitude toward sexual harassment. "Too many companies see sexual harassment as a woman's issue, not a management issue," says Stephen Anderson, a Denver-based consultant. "Managers don't take it seriously." This blind spot is a serious liability in the current atmosphere. It can land a company in court, lose it valuable workers and damage a manager's career. Today, making sure that incidents of sexual harassment are recognized and reported promptly to upper management is not only right but prudent. Both victims and managers are responsible for making sure that the right people know about the problem.

Top policymakers often mistakenly assume that simply putting a policy in place will solve it. Despite some progress and meeting of minds, the incidence of sexual harassment remains high and creates a serious barrier for women who seek equal opportunity in the work force and for corporations that want high skills, low turnover and a problem-free workplace. A willingness to see the problem and a concerted application of education and training to remedy it, are required for a fundamental change in behavior to take place.

Companies may feel somewhat resentful of the task of curing yet another social ill. Many already have taken up the burden of drug and alcohol abuse counseling, literacy training and even counseling in domestic violence cases. Still, given the cost picture, it's clear that preventing sexual harassment is for the corporate benefit as well as in the public interest. A major breakthrough in boosting Amercian productivity can come from alleviating the distress and distraction of harassment at work and permitting all employees to keep their minds on their jobs.

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PLEASE LEAVE ME ALONE

by Catherine Breslin and Michele Morris

Unchecked, one person's harassment led to a $2.5 million lawsuit. If an incident happened at your company, would you know how to handle it? Read this dramatic case history of a company that thought it was doing everything right and learn from six experts whose comments and ideas may surprise you.

Behind the headlines of million-dollar sexual harassment lawsuits against corporations lie not only certain recurring conflicts and central issues but the individual people and their pain. Each lawsuit has its unique circumstances, and each story its specific incidents that led to the courtroom. The question addressed here is whether in one true case there were opportunities for the company to respond differently and thereby alter their chain of events, resolving the situation much earlier, with less cost--in dollars and in anguish to everyone involved.

To create a case study, *Working Woman* asked veteran reporter Catherine Breslin to investigate an actual lawsuit. In two trips to the site an dozens of phone calls over a period of 11 months, she conducted extensive interviews with all available parties in the events--amassing 42 hours of interviews.

The chronology you are about to read sets down the events and tells how they grew into a $2.5 million court case, still pending as this issue goes to press. In this account we have not identified the defendant, and the names of the people have been changed. The dates, sequence of events and particulars of the workplace have not been altered: This is no old-line, unenlightened, sweatshop operation of the sort one can dismiss as fast disappearing from the American business landscape. Rather, it is a brand new plant established with the best modern participatory management principles a company could muster. Keep in mind as you read that more than one-third of the Fortune 500 companies in the 1988 *Working Woman* Sexual Harassment Survey have been named in similar lawsuits.

How can management handle sexual harassment situations better? *Working Woman* editor Michele Morris asked six leading experts representing all sides of the issue to comment on the case study, point out errors in judgment or response and suggest what the company could have done better.

February 1981 A groundbreaking ceremony takes place in the rural South for construction of a state-of-the-art auto plant. Nell Goodrich, the company's VP for human resources, vividly recalls those pioneering days "when we were a few people in a bunch of trailers, getting ready to build a building." Given the opportunity to design a model workplace, management plans a "totally integrated work force." (Today the company's work force of 3,126 employees is 23 percent female and 14 percent black.)

August 1983 The gleaming superautomated factory opens, soon turning out 800 trucks a day. Aware that employers around the country "were beginning to have problems with sexual harassment, we made a point of prohibiting it very early in our history," Goodrich says. The company drafts an antidiscrimination policy that includes sexual harassment and posts the policy on bulletin boards. Sexual harassment guidelines from the Equal Employment Opportunity Commission (EEOC) are distributed to managers.

April 1984 Catherine Taylor, 22, a local high school graduate, lands an $11 an hour job at the new plant. This "dream job" almost doubles the wage of her last job.

June 1984 The company offers a two-hour training program for all managers on preventing sexual harassment.

July 1984 Taylor is assigned to a 24-member quality-assurance team as a technician. The diverse group is made up of 12 men and 12 women--black and white, urban and rural, northern and southern. There's strong emphasis on teamwork. Some of that team spirit is deflated for Taylor when Carl Ross, 47, another technician in the group, starts to bother her. When she's alone with him on the job, he rubs her leg and brushes her breasts. "Please leave me alone," she tells him. Taylor doesn't mention the incidents to anyone else. As a divorcee supporting two young children, she is afraid of losing her job.

October 1984 Ross's sexual harassment of Taylor continues. Now he grabs her and tries to kiss her, touches her leg, pinches her breasts. He tells lewd, crude, sexually oriented jokes in front of teammates. When the duty roster puts Taylor and Ross together on the same work detail, he climbs into the car she's inspecting, closes the door, drops his pencil in her lap and grabs her crotch. As Ross's sexual harassment escalates, Taylor tells Laura Dawson, 39, one of her team leaders, that Ross is harassing her. Dawson is sympathetic, confiding that Ross also has sexually harassed her, but tells Taylor that there is nothing she can do. Dawson counsels her to be patient, saying, "Everybody's telling Carl to stop. Wait and see if he gets better."

January 1985 Taylor and three other women are standing beside a table when Ross approaches, grabs his penis through a flimsy silver jumpsuit and lays it on the table, saying, "Look how big I am." After he walks away, Taylor discovers that the three other women also are being harassed by Carl Ross.

February 1985 The company promotes Ross to lead technician, a position that puts him over the other technicians.

March 6, 1985 Taylor again goes to Laura Dawson and this time insists that something be done about Ross's continuing harassment. Dawson reports her complaint to area manager Phil James, 51, who calls Taylor into his office for the details. James tells her that he will meet with department manager Doug Witt, 49.

March 7, 1985 Taylor recounts the incidents to Witt, James and a representative from human resources, George Palmer, 36. They inform her that they will investigate the matter by talking to her co-workers and assure her that they will get something done.

March 8, 1985 The three managers meet with Taylor and tell her that they've found a discrepancy in her complaint. Another woman on the team, who had confided to Taylor that Ross was bothering her too, has called Taylor a liar. Later, Taylor is in the training pit with another worker, being evaluated by Ross. Ross orders the other worker out of the pit and comes down himself. He corners Taylor, pinning her wrists behind her, kissing her on the neck, pinching her breasts, grabbing her crotch. Taylor immediately complains to James.

March 11, 1985 Taylor reports the training pit incident to Witt. After listening to her story, Witt forcefully questions Taylor about why she waited eight months to report the incidents. He accuses her of making false allegations against Ross because of racial prejudice. (Ross is black, Taylor is white.) Nonetheless, Witt promises to look into the matter. He questions Ross, who denies the allegations. Tensions in the group are high as the other workers are called into Witt's office for questioning. Group leader Laura Dawson and Emily Collins, 22, another technician in the group, back up Taylor's charges.

March 12, 1985 Witt summons Taylor into his office to discuss the outcome of his questioning. "Cathy, we're one big family here, and you've got to learn to work with Carl," he says. He calls her a liar and accuses her of making the whole thing up. Taylor requests that Ross be transferred out of her team. Witt replies that she can either work with Ross or quit. "If this goes any higher than me, you most likely will get fired for it," he threatens.

March 14, 1985 Taylor gets an appointment to see Ronald Marks, 57, the company president. Marks later recalls that "Taylor was very concerned about losing her job." She tells him that Ross "picked on divorced and single women" and "had strings to pull." Marks orders his staff to check into the matter. VP of human resources Nell Goodrich sends a letter to Taylor inviting her to "pursue her complaint through channels."

April 1985 Marks twice asks Taylor how the matter turned out. She replies that so far she hasn't been bothered again. By Memorial Day Ross again is touching Taylor and taunting, "Is that harassment, Cathy?"

June 1985 The company conducts a mandatory two-hour training session on sexual harassment for 500 employees, including middle and upper managers.

August 1985 Taylor hangs on to her job, amid increasing harassment from Ross--"abuse from his mouth, hand on my leg." At the end of August another woman who works at the plant encourages Taylor to "stick it out." She tells her about Paula Matthews, a personal injury lawyer who might be able to help her.

After hearing Taylor's story, Matthews agrees to represent her. Emily Collins joins Taylor in the suit. Laura Dawson, whose husband also works at the company, refuses to join the case but agrees to testify as a witness for Taylor and Collins.

September 9, 1985 Marks sends a letter to all plant employees. The company president writes: "Sexual harassment is totally contrary to the company's philosophy. It will not be tolerated. If you have a concern about sexual harassment, we invite you to bring it to management's attention through whatever communication you find most comfortable. You are assured that your concern will be treated with sincerity and confidentiality."

October 10, 1985 Taylor sends a letter to Marks stating that since their meeting in March no action has been taken to move Ross and that since her complaint to management, Ross and his friends have been taunting her incessantly.

October 29, 1985 Taylor and Collins file a sexual harassment complaint with the EEOC, a preliminary step to filing a suit in federal court.

November 6, 1985 VP Goodrich responds to Taylor's letter. "I have been trying to find what problem, if any, exists in your work group," she writes. "I would be more than willing to help you, but your letter did not say exactly what it is that is disturbing you, so I don't know how."

November 27, 1985 Manager Witt and Palmer from human resources inform Taylor that she is being transferred and offer her a choice of two departments. Later a group leader announces that Taylor has filed an EEOC complaint against the company and that she is being moved to the paint department. Taylor "is whisked away, without even time to say goodbye to my friends or empty my locker."

December 1985 In her new work group Taylor finds her reputation has preceded her. Her co-workers are "told by supervisors not to talk to me. They turn and walk off." At Christmas the group leader wishes each individual "Merry Christmas." When he comes to Taylor he says, "Ugh."

"I haven't gotten any complaints about intimidation or threats to employees who sought redress of a problem--never," says Nell Goodrich. "A manager would be risking his or her job--he or she would be fired."

February 3, 1986 Taylor and Collins file a federal lawsuit against the company, Marks, Ross, Witt and James. The two women claim "humiliation, embarrassment, degradation and loss of reputation...extreme emotional and physical distress." They charge assault and battery and conspiracy, and each asks for $1.25 million in combined compensatory and punitive damages.

February 21, 1986 Marks issues a bulletin: "These lawsuits appear to be a part of an effort to embarrass the company and relations. There have been complete investigations of each incident. We are confident that these lawsuits will ultimately be resolved in our favor."

May 2, 1986 A local paper runs a story about the lawsuit under the headline "Company denies sex charges; says women 'wanton.'" According to the article, the company filed a response to the suit that said in part, "Plaintiffs were guilty of negligent, reckless, and wanton conduct which combined and concurred with any alleged similar conduct of defendants."

April 1988 After being contacted by a reporter about the lawsuit, VP of human resources Nell Goodrich invites eight women workers for coffee in her office. "I said, 'Just between us girls, do we have a problem here that I need to be addressing? Because if we've got one, by golly, I'm going to address it,'" she recalls. No problem, the rest agree. She decides this interaction with hourly employees over women's issues is "such a good idea I plan to have one every month."

Fall 1988 The trial date is postponed so that the plaintiffs can be examined by the defense psychiatrist. Taylor, now 25, works the night shift at the company, along with her second husband, John. Although she earns $14 an hour, she says this higher income is "not worth it for what it's done to my life." Nonetheless, Taylor believes that since she brought her lawsuit the social climate at the company has improved, and she hears similar reports from other women.

VP Nell Goodrich says that while any sexual harassment complaints should be treated very seriously, she thinks that this particular case amounts to "much ado about nothing. One lawsuit does not a history make." She concedes that sexual harassment "is a difficult, difficult issue to deal with. Most often, you have a woman who says something has happened, a man who says it didn't, and as an employer you have the obligation to protect them both."

Goodrich defends the company's handling of this case. "No one has the magic wand. We're handling sexual harassment as progressively as any company that I know. We're doing everything that I know how to do in that area, and I can't imagine there's any need for change."

What the Experts Say

Like Nell Goodrich, many senior managers have taken steps that aren't fully effective, yet they don't know what preemptive moves or corporate responses might work better. Working Woman sent the blind case study you have just read to six experts. We asked our panel to comment critically and constructively on sexual-harassment policy, training and handling of complaints.

Judith Vladeck, Labor Lawyer

As the senior partner in Vladeck, Waldman, Elias & Engelhard, a New York law firm, Judith Vladeck has represented a number of plaintiffs in sexual harassment suits.

The most glaring fault in this company's procedures was its failure to have in place from day one a channel for women to report the kind of mistreatment that Catherine Taylor was being subjected to. I assume that Taylor was not able to call a hotline number. Had there been a confidential process for reporting complaints, it would not have gotten to the point where they had this litigation.

To start the investigation, this company could have said to Ross's supervisor: "There are problems on this shift. We want you to keep an eye on things and make yourself available to talk to anybody on the shift."

While this company is educating its supervisors, it is not educating the workers--it is not saying, "We will protect your confidentiality, and we mean it." In this case the employee felt helpless, which apparently was justified: She wasn't protected. The harasser ended up being made a hero and she was the bad guy, which meant she was further victimized.

After Ross denied the accusations, the company could have approached the problem creatively. A well-known labor lawyer named Peter Panken once described an episode in which an employee received a negative evaluation that he attributed to his rejection of his boss's homosexual advances. The company didn't want to be put in the position of trying to find out which of the employees was being truthful. Peter recommended that management offer to the two parties the services of a labor arbitrator to determine the credibility of the issue. The junior employee did not show up for the hearing. And that took care of that.

Lorna Sarrel, MSW, Sex Therapist

Codirector of the Yale Sex Counseling Service in New Haven, CT, Lorna Sarrel has counseled sexual harassment victims.

One of the things that impressed me about this case was the unambiguous nature of the harassment. Ross's behavior was terribly offensive. I'm amazed that Taylor didn't instantly become more vocally upset.

But that's a common pattern in rape and harassment cases. Often a woman's first response is to deny being raped or harassed. If you define yourself as a victim, you have to take certain actions that are complicated. It's sometimes easier to brush off the harassment. She thinks, "If I ignore him, he'll stop. If I pay attention, he'll keep on doing it." That's what we tell children about dealing with bullies.

This harasser is a disturbed person. Probably he's psychotic. When Taylor goes to Dawson in the fall of '84, her supervisor tells her that everyone is telling Ross to stop. It's an example of his bravado, his lack of social control, that he doesn't stop when others tell him to.

A lot about his actions in January 1985 made me wonder if something is physically wrong with his brain. Odd, impulsive behavior that's socially inappropriate could signal a seizure or impulse disorder or a brain tumor. Taylor must have been strong psychologically to begin with, and she grew stronger during this ordeal. Most of the harassment cases that I've heard about have been subtle abuses. This harassment is so blatant and bizarre. And then to have such a weak response from people in power! Usually people in power are reluctant to act because the stories are ambiguous. But in this case their reaction doesn't make sense except in the light of the fact that our society often blames the victim. Management didn't want trouble in the company, and it was loathe to point a finger.

Mary Rowe, PhD., Ombudsman

Mary Rowe, Special Assistant to the President of MIT, has been an MIT ombudsman for 16 years. She is consulted by corporations on about 50 sexual harassment cases a year.

Most companies would accept the word of three women as sufficient evidence to move Ross, so I'm surprised this one didn't. Separating them could prevent new trouble.

The letter Marks sent to all employees in 1985 says nothing about protecting victims from retaliation. But retaliation is the heart of this case. If the company doesn't address this question, employees won't report complaints.

The company also needs confidential channels for reporting these problems. The supervisory channel Taylor used is the first and best channel. I would hazard a guess that every employer in the country would approve of what she did.

Taylor should have been able to trigger a sexual harassment training program in her area without her name being used. She should have been able to ask anonymously for posters in her area; the posting of the company policy, a reposting of Marks's letter, and maybe a video of Marks saying any employee who feels harassed, who wants a fair, prompt and thorough investigation, will have one within a week. The company could show sexual harassment films at lunchtime anywhere any employee asks anonymously or by name.

Ideally, a company should ask every complainant whether she wants to pursue it formally or informally. If Taylor had chosen a formal investigation, the company should have done a fair and thorough investigation immediately, with due process and the rest of it. If she had chosen an informal route, it could have offered her a number of options to stop the harassment. The first option is to separate them and give Ross a formal warning, such as: "We are not at the moment accusing you of anything, but we want you to know that a proven event of this kind will result in your dismissal."

If Taylor says, "Move us but don't tell him that I complained," then the company should separate them and put Ross into a nice long three-day sexual harassment training program. The program should be absolutely unambivalent and address retaliation and what the company would do if the harassment were a proven event.

Option three: Taylor asks a third party to go back and forth between them and put some agreement down on paper. That agreement might say that Ross denies any kind of harassment but states for the record that he understands this behavior must stop.

A fourth option is to have a company ombudsman encourage Taylor to write a formal letter to Ross saying what she thinks he's doing and asking him to stop. That's good in a case like this because the company can't prove that Ross did all these things, but it can prove that Taylor thought he did and also that it took a responsible and orderly path to get the situation to end.

Marsha Levick, Women's Rights Lawyer

Marsha Levick is the Executive Director of the NOW Legal Defense and Education Fund. She has coordinated NOW LDEF's role in major briefs for the U.S. Supreme Court.

Sexual harassment has to be approached from both sides. You want companies to be preventive in their approach to ensure that the people most likely to engage in sexual harassment will not do it. But if it occurs, they have to be ready and waiting to jump in with a set of procedures that will solve that problem and hopefully prevent others from happening. This company doesn't seem prepared to solve the problem when it actually arises.

The company failed to communicate how it defines sexual harassment. There are lots of ways that companies can do this. The policy can be spelled out in the company newsletter, on a company bulletin board, in a paycheck envelope. It's really meaningless to adopt a policy and not communicate it.

When a complaint is made, companies need to deal with problems of confidentiality. You want to protect the victim from further harassment and retaliation. But you also need to protect in a due-process sense the individual who is accused. The supervisor in this case called in everybody on the team for questioning, and the identity of the accused probably was revealed to co-workers then.

Freada Klein, Ph.D., Management Consultant

A specialist in organization development, Freada Klein has designed sexual harassment policies and training programs for Lotus, General Motors and Exxon.

This company has a rare opportunity to build from the ground up. While their aspiration for a diverse work force was noble, they did nothing to plan for its consequences. And in that way the company set up the harassment that ensued. It missed two key opportunities--at new employee orientation and when it formed the quality-assurance team--to convey a message about valuing differences, which is a critical part of the teamwork.

Management has a very narrow definition of quality. They don't seem to recognize the links between the quality of products, the quality of co-worker relations and the quality of employee morale.

And similarly, none of the managers was told, "It's part of your job to maintain a harassment-free environment. And we don't care about what you do or don't think of Ross or Taylor, but it's part of your job and your evaluation." There clearly is an atmosphere of distrust in the organization. Employees are nervous about coming forward. There are blatant threats if they go higher, and retaliation for complaining. Taylor was viewed as the troublemaker for interrupting the "happy family." And then she was ostracized in her new work group. Employees don't do that to a victim unless they believe that that is what the organization will reward.

Management's whole approach gave these messages to the work force: Don't complain. Harassment will either get ignored or rewarded. And in our hierarchy of what's important, keeping the appearance of a happy family is more important than creating a discrimination-free work force.

I also found their accusation that Taylor was racist particularly charged. It gave an implicit message that racism is a more serious issue than sexual harassment, and by default such thinking pits minorities and women against each other.

Herbert E. Hentz, Affirmative Action Officer

Herbert Hentz holds the post of Assistant to the President/Affirmative Action Officer at Brandeis University. During his 11-year tenure at Brandeis he has resolved a number of discrimination and harassment complaints.

Goodrich's concern about it being one person's word against another's doesn't really trouble me. In almost every case that I've handled, there really isn't a witness to the alleged event. It's usually one person's word against another's, and it comes down to a matter of who is more believable. Most people will not come forward with a frivolous sexual harassment charge. I've handled frivolous charges in some other areas, but I have never encountered a frivolous sexual-harassment charge.

Taylor's delay in reporting the situation to her supervisor is not unusual at all. Oftentimes what happens is that people hope that the harassment will just stop and that it won't be necessary to have to tell anybody about it. That's a mistake. Telling someone is like therapy. Sometimes people don't realize for months what has happened to them, and then they realize that they should have told somebody right away. I've heardpeople say, "I wasn't sure initially what had happened to me, so that's why I didn't tell anybody. I wanted to think this over."

Goodrich held the open forum and said, "This is just between us girls." There's no excuse for a VP of human resources in 1988 to be referring to adult women as girls. The message that the company should be getting out to its employees is that the code of conduct has changed. It no longer is permissible to deal in sexist jokes or comments in the workplace. That's the message that should have been delivered, and of all people, Goodrich ought to be delivering the message strongly.

The Challenge for the '90s

As corporate America prepares to enter the 1990's, sexual harassment in the workplace takes on even greater significance. Faced with a shrinking labor pool, tomorrow's managers must believe that people are a company's most valuable resource. Corporations need to face up to sexual harassment not because it's a feminist issue or a morality issue or even a critical social issue, though it is all three. But even simpler than that: Preventing sexual harassment is good business. It means a happier, more productive work force and a healthier bottom line.

"No one is asking the company to solve society's problems," says ombudsman Mary Rowe. "The company is required to provide a safe, equal-opportunity environment for men and women. The company in this case has no right to change Ross's mind. What he thinks about women and sex is his business. But his behavior at the workplace is the company's business."

When exploring the wide implications and effects of sexual harassment in the workplace, we easily can forget how much progress has been made. It was only eight years ago that the EEOC issued its groundbreaking guidelines and its challenge that corporate America provide a harassment-free work environment. Today managers have important new resources to make that challenge a reality.

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UNDERSTANDING SEXUAL HARASSMENT: ACTIVITIES

Purposes

- To refine student understanding of the definitions of sexual harassment.
- To emphasize that sexual harassment may escalate and should not be ignored.
- To expose students to the options they have for responding to incidents of sexual harassment.
- To help students learn to evaluate these options.

Time

- "Susan in the Shop" (20-25 minutes)
- "Louise the Waitress" (20-25 minutes)
- Additional time for follow-up activities or extended discussions

Summary of the Activities

In these escalating vignettes, students decide what they would do if they were Susan, an auto shop student who is being sexually harassed, or Louise, a waitress who is being sexually harassed. Both vignettes are based on actual cases. Each case has been divided into three sections. After each section of the vignette about Susan, students vote to indicate what they would do in the situation. For the vignette about Louise, students pretend they are answering the phone at a hotline and are responsible for giving Louise advice. Among themselves, students also discuss their different choices. The teacher points out possible risks and favorable outcomes of the options.

Susan in the Shop

Options

Write these options or choices (and any others appropriate in your area) on the board for the students. After each option, leave room for the three columns "A," "B," and "C." When the students vote, write the totals for each option of each of the three sections in the columns. Compare the totals after the completion of all voting.

Susan should:	A	B	C
Talk to her best friend.			
Talk to her boyfriend/girlfriend.			
Talk to her teacher.			
Talk with her guidance counselor.			

Talk to the principal.
Talk with other students in nontraditional shops.
Talk to her parent or guardian.
Ignore the incident.
File an official complaint or take legal action.
Drop out of the auto shop.
Other (explain).

The Vignette

A. Susan is a sophomore who decided to study auto mechanics, where she was the only young woman in the shop. Within the first week she noticed that most of the young men would not sit near her during class and when the first project was assigned, none of the young men would work with her. So she was the only one in the class who had to work alone.

Stop. The students now choose options for the first time. Write their responses under Column A.

B. Susan began work on her project alone. During the week, her project was sabotaged daily and her tool box was hidden. Due to the tampering she was unable to complete it on time and this effected her grade.

Stop. The students choose options a second time. Write these responses under Column B.

C. Some of the young men in her class began pinching and patting her and subjecting her to other unwanted physical attention. Her clothes were repeatedly splashed with grease. Finally, Susan was locked in the changing room with one of the young men from her class. She was frightened and screamed. At that point, someone unlocked the door.

The students choose options a final time. Write these responses in Column C.

Using the Activity

Introduce the activity with a statement such as the following:

> Today we are going to think about some of the actions people can take when they are sexually harassed. I am going to read a three-part story about a real case that happened to a student in an auto shop class. After I read each part of the case, I will ask you to vote about whether you think what's happening is sexual harassment or not, and what you would do about it, in any event. The list of choices for what you might do about it are on the board. You will vote for your first two choices--the two things you think are most important to do.

After students' votes have been taken for all the options in a section, ask them to discuss why they chose the options they did. Encourage them to debate options with each other, if they disagree. Ask for someone who voted for and against each option (or at least the options that seem most significant for that section) to speak. Some questions for students to answer and discuss are:

> Why should Susan choose to talk to the person you selected?
> How do you think that person would react? What would he or she do?
> What risks is Susan taking in talking to that person?
> Why should Susan choose not to talk to the people you didn't select?
> What risks is Susan taking by not talking to someone else?

After the voting for each section, also ask students whether they think that the behavior so far is sexual harassment. Ask them to discuss the reasons they think it is or is not sexual harassment, and what makes the difference in each section.

After all the voting is completed, discuss significant ways in which the students' responses change as the behaviors escalate. For example, ask students to explain why their choices shift from talking with peers to talking with school personnel. In addition, explain to them that ignoring the first incident limits the support and evidence that they can gather for themselves. Additional points to emphasize to the students are included in the notes below.

To conclude the activity, emphasize the following points for students to remember if they are being harassed:

> Sexual harassment tends to escalate. Don't ignore it.
>
> Let the harasser know you don't like the behavior or comments. If necessary, have someone else talk to the harasser with you or for you. You may want to tell him (or her) in writing.
>
> Keep a record or a diary of the events that happen. Include dates, times, places, kinds of behaviors, your responses, how the harasser reacts to your responses, any witnesses. Save any pictures or notes you get from the harasser.
>
> Find supporters and talk with them about what's happening. Friends, parents, teachers, counselors, administrators, women's groups, and outside agencies all can help. The point is to find someone you can trust, and someone who will take the kinds of action you want.

Additional Notes

The voting portion of this activity could also be done in small groups.

The option "file an official complaint" may need explanation. This option could mean using the school district's grievance procedure, appealing to the state superintendent, or bringing civil or criminal charges against the students or school. It can be explained either before or after students vote. A reason to wait until after the activity is that sometimes students say "file a complaint" or "take legal action" without any idea of what action is possible. This lets you find out their assumptions about what they can do or what the legal system would offer them. Conclude by explaining what the legal system can in fact offer.

In the actual case on which this vignette is based, Susan initially found that talking with other young women who met in a support group for students in shops nontraditional for their sex was most helpful. She talked about what was happening, found out which school staff members might help her, and became less isolated and scared.

Teachers who have been involved in this activity have felt that it was "unprofessional" for the teacher in the story to have been so unaware of his/her classroom and to have let Susan work alone. They felt that in this situation everyone should have rotted partners, or the students should have worked in groups of three. By integrating Susan into shared projects with the young men, the teacher might have helped the young men to get to know her, and the tension might have been eased. The teachers believed that the problem in the first section rests with the shop teacher, not with the young men. Moreover, they felt that the shop teacher should have prevented the assault that is described in the third part of the story. This suggests that the best option in the first section, in addition to talking to other students in nontraditional shops, would be to talk to a guidance counselor, or some other administrator, and have that person talk to the teacher involved. Furthermore, if the student had gone earlier to her counselor or an administrator, she would be in an even stronger position to complain after the assault. Even though most teachers felt that it was "unprofessional" to allow such an incident to happen, it could be argued that the teacher was unaware of what was happening in his/her classroom; however, this argument could not be made if the teacher had been notified by the student to be on the lookout for possible trouble. With notification, the teacher might have been better able to prevent the assault altogether. Emphasize these points to the students.

An issue that is likely to arise is whether the behavior in the first two sections is "sexual harassment" or "sexual discrimination." In the first section, students may feel that the behavior is not severe enough to be either. In the first two sections, Susan is discriminated against because of her sex; not until the last section does the "sexual attention" that is involved in sexual harassment begin. After all three sections have been read, the behaviors can be seen as part of an escalating pattern of both sexual harassment and sex discrimination. Students need not agree on precisely where to draw the boundaries between the concepts.

Follow-up Activities

Tell the students more about the various options they have for individual and group actions. For example, if appropriate, talk about forming support groups. If a discussion on workplace sexual harassment has begun, point out ways in which working women have organized informally. (One example is a group of secretaries in one workplace who were all sexually harassed by the same boss. Their strategy was to accompany each other, in pairs, into his office. If he insisted on one secretary coming in alone, the other ones would open his office door from the outside. No secretary was ever left alone in his office with the door closed. He left that job two weeks after the secretaries began their anti-harassment campaign.) Discuss the legal options that both students and workers have.

Ask the students to brainstorm responses to sexual harassment in school. Instead of responding as a class, students could write a paragraph or a list of three possible responses to a sexual harassment case, as an in-class writing assignment. Some students may want to share personal experiences, or those of relatives or friends. The following questions are useful for developing discussions of cases:

- How would you feel in this situation? What would you be most concerned about?
- What do you think is going on for the harasser?
- What would you do (or recommend)?
- What if this were your friend, a student in your class, or someone you had to work with very closely, and you disagreed with what she wanted to do--would you still support her? How?
- Is it important that students and co-workers support each other?
- Could such an incident be prevented? How? (Watch out for "blaming the victim.")

Louise the Waitress

The following vignette was developed by the Alliance Against Sexual Coercion. It is based on an actual case. It can be used similarly to "Susan in the Shop," but offers a workplace focus instead. In this activity, students are to pretend that they are answering the phone at a hotline that helps women who are being sexually harassed. They are responsible for giving advice to Louise when she calls. Tell them that each scenario of the vignette represents one phone call. Louise calls three times, and the students are to give advice after each call.

Scenario One

> Louise is a 34-year-old woman who is the sole supporter of herself and her three children. She is one of four waitresses who cover the lunch rush at a restaurant in the financial district of town. After four months on the job, as Louise is picking up an order, the manager, Carl, says to the cook, "Don't you think Louise would get better tips if she wore a low-cut blouse?" Although the comment bothered her, she ignored it and went about her work.
>
> The next week, during her break, the manager joins her and in graphic detail boasts of the previous night's sexual encounter with a woman he picked up. Louise is very uncomfortable with this but doesn't know what to do.

What would you recommend?

- She should ignore the incident.
- She should tell him to stop.
- She should tell the other waitresses about it.

- She should file a formal complaint or report or take legal action. If so, to whom? (E.g., the owner, the local civil rights agency, the police.)
- She should leave the job.
- Other?

Scenario Two

> That week, as he hands her her paycheck, the manager propositions Louise. She refuses and goes to get her coat. He says, "By the way, there is an opening on the dinner shift. Big tips, you know. Do you want to reconsider my offer?"

What would you recommend?

- She should accept the offer.
- She should refuse the offer, and do nothing else.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- She should leave the job.
- Other?

Scenario Three

> For the next two weeks he hardly talks to her. Then one day, Carl traps her in the waitresses' dressing room and rapes her.

What would you recommend?

- She should ignore the incident; not mention it to anyone, and try to forget it.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- Other?

Additional Notes

Ask students to vote for only their first choice option, i.e., what they think is most important for Louise to do.

In the actual case, Louise went to the hospital for assistance as well as for the purpose of gathering medical evidence. From there, she called the police. She pressed criminal rape charges; however, rape is one of the most difficult crimes to prove. Louise had no evidence against Carl that could be verified by a third party except for what the cook had overhead; that was hardly enough to secure a rape conviction.

In hindsight, had Louise spoken to the other waitresses about her encounters with Carl, she might have received their help. For example, she could have asked that someone always stay near her when Carl was around. In addition, she may have found out if Carl had a history of bothering other waitresses, and whether he was considered to be dangerous. The other waitresses would also have been alerted to watch for the harassment could have confirmed her story of the events that led up to the rape. These points, along with those mentioned at the end of the "Susan in the Shop" vignette should be emphasized to students.

Some people find the ending of this case shocking, but rape in the workplace is an important issue to discuss in class. It is true that although sexual harassment often escalates from subtle to more severe forms, it does not usually end with rape. Nevertheless, in some cases, including this one, it has.

Cases in which sexual harassment does escalate to rape offer powerful arguments for the use of a definition of a sexual harassment that includes the full range of behaviors, including rape. These arguments, which can be presented to students, include:

- The problem of rape in the workplace requires responses or "solutions" that differ from those needed in other cases of rape. The "solutions" required, like those needed for other forms of sexual harassment, must take into account that a woman who is raped at work must either get her rapist fired, face him daily, or leave the job herself, possibly without a recommendation and without being able to include that job in her work history. (The latter happened to Louise.) "Solutions" to rape in the workplace, like "solutions" to other forms of sexual harassment, must protect the victim's economic well-being.

- The more subtle forms of sexual harassment may escalate to rape.

- Women who are harassed in so-called more "subtle" ways, such as comments and jokes about their bodies, on an everyday ongoing basis, report that they feel "as if they have been raped." Continuous sexual harassment, even of a verbal nature, can have serious consequences.

Follow-Up Activities

Invite a speaker from a rape crisis center, rape prevention program, or self-defense program to the class.

Ask students to research the history and use of rape statutes. In addition, ask them to research and describe the typical experience of a rape victim who decides to press criminal charges against her alleged assailant.

Adapted from Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools--A Curriculum and Guide for School Personnel, Massachusetts Department of Education, 1986.

QUESTIONNAIRE ON SEXUAL HARASSMENT

1. Sexual harassment affects ____% of the female work force.

Agree *Disagree*

2. Sexual harassment is a problem for female students in schools. ___ ___

3. Men harass women because they are young and attractive. ___ ___

4. Women of all races are equally subject to harassment. ___ ___

5. Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment. ___ ___

6. In most sexual harassment cases, the woman invited the advance by her dress or behavior. ___ ___

7. Sexual harassment is just an interpersonal problem. ___ ___

8. Currently, remedies exist to handle sexual harassment cases. ___ ___

9. Men are sexually harassed as often as women are. ___ ___

10. The best way for a person to handle sexual harassment is to ignore it. ___ ___

11. Sexual advances should only be considered sexual harassment if they are repeated--that is, not if they are one-time occurrences. ___ ___

12. Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment. ___ ___

Adapted from Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools--A Curriculum and Guide for School Personnel, Massachusetts Department of Education, 1986.

RESPONSES TO QUESTIONNAIRE ON SEXUAL HARASSMENT

1. **Sexual harassment affects 88% of the female work force.**

In a 1976 survey in Redbook magazine, 88% of the 9,000 respondents reported that they had experienced one or more forms of unwanted sexual advances on the job. In a 1980 random sample survey of the federal work force, the National Merit Systems Protection Board found that 42% of the women surveyed had experienced sexual harassment within the two years before the survey. This did not include harassment they had experienced earlier in their working lives and did not include women who had left their jobs due to sexual harassment. Therefore, it does not seem farfetched to think that 88% of working women may be sexually harassed at some time during their working lives.

Agree Disagree

2. **Sexual harassment is a problem for female students in schools.** X _

Sexual harassment has been reported by significant numbers of high school women. It has detrimental effects on their emotional and social well-being, hampers their educational progress, and results in a denial of equality of educational opportunity.

3. **Men harass women because they are young and attractive.** _ X

Women experience sexual harassment regardless of their appearance, age, race, marital status, occupation or socio-economic class. The diversity of women who reported sexual harassment in the 1980 Merit Board survey (including women of all ages, races, occupational categories, educational levels, and salary levels represented in the federal work force) demonstrates that sexual harassment is not caused by characteristics of victims.

Sexual harassment must be distinguished from sexual attraction. As with rape, sexual harassment is an assertion of hostility and/or power expressed in a sexual manner; it is not an expression of attraction.

4. **Women of all races are equally subject to harassment.** _ X

Women of color may be more subject to sexual harassment than white women, even though all women are subject to sexual harassment. Racist assumptions such as the belief that black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by sexual harassment are not

Agree Disagree

only examples of "blaming the victim," but also are myths that increase black women's vulnerability. In addition, women of color tend to be in the lowest paying and lowest status positions, which also increases their vulnerability and limits their options when they are harassed.

5. **Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment.** _ X

   Co-workers, clients, and customers can also harass women in the workplace. Clients and customers threaten to withdraw their business. Co-workers make work intolerable. Both complain to the boss--or already have the boss' support. Students can make school intolerable for their peers.

6. **In most sexual harassment cases, the woman invited the advance by her dress or behavior.** _ X

   To repeat the point above, sexual harassment is not motivated by sexual attractiveness.

   Of course women like to dress attractively; that does not mean that they want to attract everyone or that they are looking to be sexually harassed.

   Often women are expected to act or dress seductively both to get and keep their jobs.

   This is another example of "blaming the victim."

7. **Sexual harassment is just an interpersonal problem.** _ X

   A firm "no" does not discourage all sexual harassment. Therefore, the problem cannot be "just a misunderstanding."

   Legally it is the responsibility of schools and employers to address the problem--it is not just a "private" matter.

8. **Currently, remedies exist to handle sexual harassment cases.** X _

   A person who is being sexually harassed can contact the Equal Employment Opportunity Commission for information and assistance in filing a sex discrimination complaint under Title VII. State laws also exist that protect against assault, battery, intentional infliction of emotional distress, or intentional interference with an employment contract. Many schools, universities, and businesses have complaint procedures in place..

RESPONSES TO QUESTIONNAIRE ON SEXUAL HARASSMENT (continued)

Agree Disagree

9. **Men are sexually harassed as often as women are.** _ X

In the 1980 Merit Board survey, 15% of the men reported sexual harassment. Men consistently report fewer of the more serious forms of sexual harassment than women do. In addition, there is some question about whether men and women mean the same things when they report sexual harassment behaviors. For example, men's reports of sexual harassment seem to indicate that they may be flattered rather than upset by the situation.

10. **The best way for a person to handle sexual harassment is to ignore it.** _ X

Research indicates that sexual harassment that is ignored often escalates. It is important to take some action in order to let the harasser know that the attention is unwanted and to alert other people to the problem.

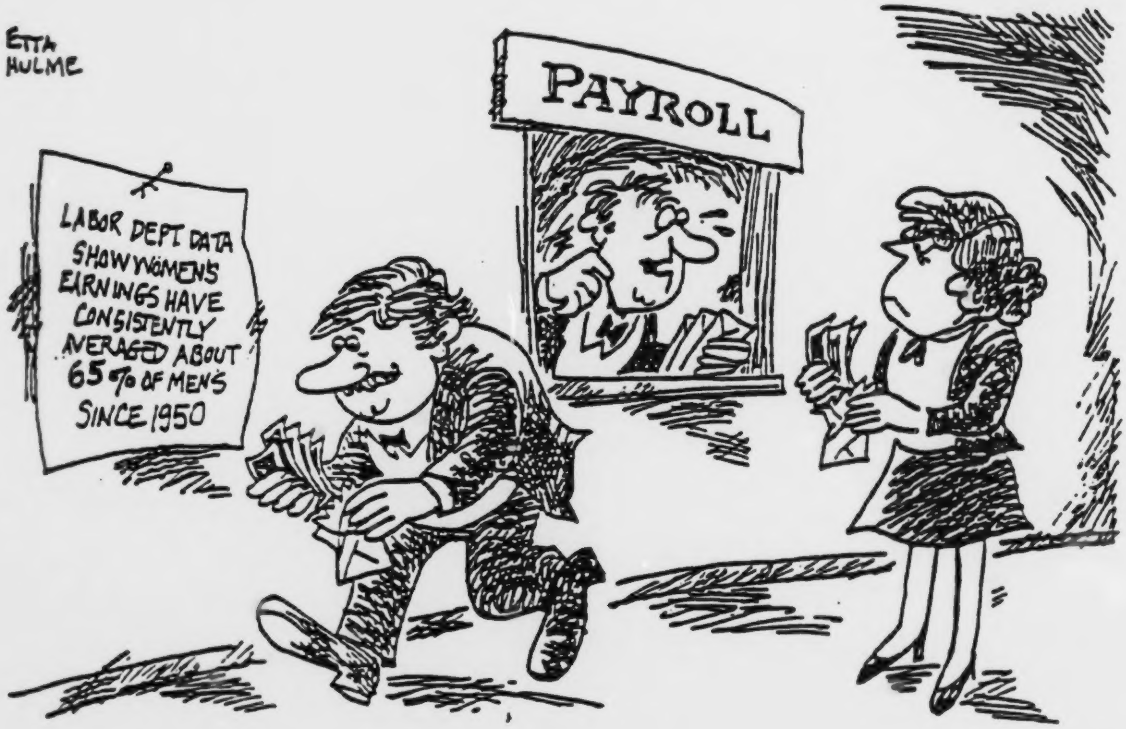
11. **Sexual advances should only be considered sexual harassment if they are repeated--that is, not if they are one-time occurrences.** _ X

A demand from a boss that a woman sleep with him in order to keep her job need only happen once to be sexual harassment. More ambiguous or subtle behaviors may be sexual harassment even if they only happen once if the person to whom they are directed cannot say "no" without fear of economic or educational consequences.

12. **Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment.** _ X

Even in the courts, it is the victim's perspective, not the harasser's, that matters.

Pay Inequity and the Wage Gap


ETTA HULME
PAYROLL
LABOR DEPT DATA SHOW WOMEN'S EARNINGS HAVE CONSISTENTLY AVERAGED ABOUT 65% OF MEN'S SINCE 1950

" YEAH , WELL ... ER ... IT'S STILL ABOUT 65% OF WHAT HE GETS, BUT WE ... AH ... FIGURE THAT ... UH ... MEN ARE BETTER EQUIPPED TO HANDLE THOSE OL' HEAVY PAY ENVELOPES. "

Women's Bureau, Department of Labor

25 ARGUMENTS AGAINST PAY EQUITY AND HOW TO ANSWER THEM

As evidence of pay inequity increases, so do arguments against upgrading traditionally female jobs. These objections generally fall under three categories.

-There isn't a problem, or if there is, it's not the employers' fault;
-If there is a problem, it's the result of choices women make; and
-If you try to change things, you'll only make them worse.

Below are some of the most common arguments and responses to each:

There isn't a problem, or if there is, it's not the employers' fault.

1. "You can't compare apples and oranges."

   You can compare apples and hot fudge sundaes if you look at things like calories, nutritional content, roughage, etc. You can also compare dissimilar jobs by looking at commonalities like skill, effort, responsibility and working conditions. An estimated two-thirds of all jobs in America are already rated by some sort of evaluation system. The problem is that until recently, most of these systems reflected bias against women--such as the evaluation which tried to determine the unpleasantness of a nurse's job with this question: "Do you work with grease?"

2. "Worth defines definition. Whose values will be used to determine the worth of a job?"

   Whose values are being used now? Sociologists and anthropologists have taught us that biases existing in a society are reflected in so-called "objective" measurements such as IQ tests and school exams. Now we are acknowledging the same problem with job evaluation systems. The values that determine job worth should be free of bias as identified by federal law, including discrimination based on race, sex and age.

3. "Differences in women's wages are determined by the marketplace, not by discrimination."

   The so-called "neutrality" of the marketplace has been disproven by every law created to restrict it. The market allowed and fostered slavery and Jim Crow. Child labor was an offspring of market forces. Why did we need an Equal Pay Act 20 years ago? Because the marketplace on its own permitted women and men in the same company doing exactly the same job to be paid differently.

4. The disparities are historic. Today's employers didn't create the inequity and they shouldn't bear the burden of correcting it."

   The disparities are historic. In the mid 1800s, laws were passed allowing women to be hired into what had been all male jobs (clerk, librarian, bank teller, etc.)--but at a significantly lower wage. The jobs eventually became mainly female, and the discriminatory wage became the going rate. While society's values about women have changed enormously, the methods of evaluating women's work has not.

The question isn't who created the inequality, but who's benefiting from it. Pay equity activists aren't seeking punishment, only fairness and an end to unjust enrichment at the cost of women and minorities. We're dealing with the present effects of past discrimination.

5. "The latest BLS statistics show women now earn 64% of men's wages. The percentage is much higher for younger women. According to a report by the Rand Corporation, the wage gap will continue to narrow on its own."

   Most economists disagree with this prediction. Women's wages have fluctuated between 64% and 59% of men's since the 1930s. The latest figure is more a reflection of a decline in men's earnings than in any gains for the majority of women.

   As for the Rand Report, the methodology has been criticized. The report claims, for example, that women's wages have risen faster than men's throughout the century; the figure it uses actually represents not wages but income level for women as a group. That has risen at a faster rate than men's because of the greater percentage increase of women in the work force. The report also claims women in entry-level jobs in 1983 earned 86% of men's wages, compared to 83% in 1980. It neglects to point out that this figure had been 86% in 1976--and then fell.

   Some women's income has gone up, thanks to the movement for women's rights. But while real income for professional women went up 4.3% in 1984, income for clericals (1/3 of all female employees) went down 1.5%.

6. "The real problem is that unions have pushed wages so high for men."

   That sounds like a reason why women need strong unions.

   The point isn't that male workers make too much, but that female workers earn too little. Remember that in many instances we're talking about the working poor. One-fourth of women who head households and work outside the home, for example, earn poverty paychecks.

   Pay equity activists know that the tree trimmer and painter have dangerous jobs and deserve adequate compensation. But so does the intensive care nurse, and so does the clerical worker in a poorly ventilated office staring at a flickering green screen.

   If we're going to talk about overpayment, why not start with the salaries and expense accounts of certain corporate executives, like the man whose monthly allowance for parking was more than his secretary's wages.

7. "Businesses need to pay men more than women or they won't be able to keep skilled men on the job."

   It's difficult to believe that skilled men's main concern is making more than women, as opposed to making a decent wage. It's difficult to believe, with today's economy, that skilled male workers are eager to risk leaving their jobs.

8. "If women's jobs are undervalued unions bear an equal responsibility. They bargained these raises."

This is like saying, when child labor was legal, parents bore an equal responsibility because they allowed their children to work. Male chauvinism may be part of union history, but unions could only operate within the parameters of job worth set by management.

If women earn less than men, it's the result of choices women themselves make.

9. "Women make less than men because of the laws of supply and demand. So many women flock to jobs like nursing and clerical work, the wages are depressed."

   This argument is simply false. In 1978, intensive care nurses employed by the city of Denver brought suit because other city employees, including parking meter repairers, sign painters and tree trimmers, were paid more money. At the time there was not an oversupply of nurses, but a shortage. It's also true that many women entering the labor market go into clerical jobs, but this sector of the economy has steadily expanded.

   Is there an under-supply of liquor store clerks in Maryland? Hardly--yet they make more than schoolteachers in that state.

10. "Women choose jobs with easy access and easy exit. They trade income for greater flexibility."

    It's arguable how much "choice" women have in job selection. From early childhood, girls are steered to certain limited career choices, jobs traditionally held by women--and traditionally underpaid.

    "Easy exits" are not always by choice. Many pregnant women, for example, wind up losing their jobs. If your employer has no disability policy, he has no obligation to offer maternity benefits or even unpaid leave. Other clerical workers, especially women over 40, are finding themselves replaced rather than retrained when automated equipment is brought in.

11. "Women make less money because they spend fewer years in the marketplace."

    Let's leave aside the question of why major responsibility for children falls on women. The number of years in the market place is one factor in woman's wages, but not the chief one. Looking at all relevant factors, the government's National Academy of Sciences in 1981 determined that one-half to two-thirds of the wage gap (20-30 cents) may be due to sex discrimination. A recent Census Bureau report comparing men and women over 30 with no interruptions in their work lives found the women still earned only 62% as much as the men.

12. "Men have it unfair, too. Look at the military--men have combat duty and women don't."

    Wherever there may be inequalities for men, they too, should be remedied. For example, we encourage companies to offer men paternity leave and time off to be with sick children.

13. "Mobility is the answer for women."

Even if it were possible to juggle the proportions of women and men in all jobs, there would still be the problem of equal skills receiving unequal pay. In the real world, sex segregation in the market makes such mobility impossible. Eighty percent of working women are still concentrated in fewer than 25 job categories. While women have broken into most male dominated jobs, the vast majority are stuck in the same place women have been in for the last 70 years.

14. "Women invest in less human capital than men."

If knowing how to deal with people pays less than knowing how to read a blueprint, the fault does not lie with women. Why do female college graduates earn less than male high school dropouts? The issue isn't the investment but the return on that investment.

15. "Men earn more because the work they do is harder, dirtier and more productive."

Farm labor is some of the hardest and dirtiest work in our society--and one of the lowest paid, because much of it is done by Hispanics and other minorities. Martin Luther King was murdered while in Atlanta to march with black sanitation workers whose hard work was vastly underpaid. Historically employers have paid not according to the degree of difficulty but to the bargaining power of a particular group. And where they could get away with paying less, they did.

As for productivity, when the job done by a forklift was automated, it was considered more skilled and more productive, and the wages went up. As clerical work is automated and becoming more productive, it's often considered simply "easier." Real income for clericals fell 1.5% in 1984.

16. "People are worth what they're willing to work for."

If you have to choose between the humiliation of welfare and low pay, what's the choice? People are "willing" to do what they have to do to survive. The minimum wage and other measures were won by the labor movement to protect workers from such "choice."

If you try to change things, you'll only make them worse.

17. "Comparable worth would cause upheaval."

The same argument was made against the Equal Pay Act and has been proven false. Some changes do require upheaval--eliminating slavery, for example, or child labor. But at a certain point society said, "We can't tolerate this anymore, regardless of the cost." We need to reach the point where we won't tolerate sex discrimination anymore, either.

The judge in one of several suits against Westinghouse told that company, "You can't unfairly enrich yourself by paying women less." Profits may be affected by pay equity--but the profit motive can't come before the well-being of our citizens.

18. "Businesses won't stand for this--they'll move to other states or out of the country."

Some companies are already grappling with how to implement pay equity. Whether to be fair or just to stay out of the court, they've seen the necessity to move ahead. As for those who oppose the concept, there may be nowhere to run. Currently there are more than 100 state and local initiatives for pay equity.

No one is saying implementation of comparable worth will take place overnight. But the starting point has to be recognition of the problem and a willingness collectively to take it on.

19. "Pay equity will lead to economic inefficiency and make our country less competitive with others."

What does it say about our economy if it can only function with discrimination? Besides, other countries are also tackling the issue. In Australia, comparable worth legislation has been passed on a national level.

20. "Pay equity is inflationary--the taxpayers will suffer."

Anyone genuinely concerned about taxpayers should look at where our tax dollars are going now. More than 50 cents of every tax dollar falls to the military, which has a whopping $250 billion budget. In Milwaukee County, the cost of one F14 fighter plane would provide 15,500 full-time and summer jobs. Can we really argue that there's not enough money to pay women fairly because we have to create more numerous and sophisticated ways to wipe ourselves out?

Besides, paying women what they're worth would deal a big blow to poverty in this country and help strengthen the tax base, as well as expanding consumer income. According to a 1981 report by the government's National Advisory Council on Economic Opportunity, one-half the families living in poverty in this country would not be poor if the women in those families were paid the same as men with similar qualifications.

Finally, as Federal Judge Jack Tanner said in regard to the Washington state decision, "We can't balance the budget on the backs of women."

21. "Pay equity studies are subjective. Why do electricians get very different ratings in pay equity studies in Iowa, Washington and Wisconsin?"

Why do rates fluctuate so much for the same occupation within the same city? A starting lawyer in Milwaukee earns anywhere from $16,000 to $38,000. You can find a secretary in one office earning $10/hour and another elsewhere earning $4.50/hour. Like the "prevailing wage," pay equity operates employer by employer. The question isn't whether all electricians nationwide should earn the same amount but whether any employer has a compensation system in which gender or race is a factor.

22. "Pay equity will hurt women. In Australia after comparable worth was passed, women lost many manufacturing jobs."

Huge numbers of women have lost manufacturing jobs in the U.S. as well--without comparable worth. That sector is simply declining, while service and clerical jobs are on the rise.

23. "Pay equity destroys the incentive for women to upgrade themselves in traditionally male jobs."

Far from being a disincentive to women to enter male-dominated jobs, in Minnesota, when pay equity legislation for state employees was passed in 1981, the percentage of women in male-dominated jobs increased by 19%, compared to a 6% increase in the number of women in state service in general.

The number of openings in male-dominated jobs is not limitless, however. The real question is, what incentive exists for men to enter female-dominated jobs? Until the pay and prestige of these jobs is ungraded, there will be no real incentive, and sex segregation will continue.

24. "There's no legal precedent for comparable worth."

The same argument was made during the fight for the abolition of slavery. Even if President Reagan were able to stack the Supreme Court and that body ruled against pay equity, their decision would be no more just than the Dred Scott decision, which declared slaves to be three-fifths human beings.

25. "What you want is against the free market economy. It's bad for business."

There have always been certain restrictions on the freedom to interfere with other people's rights. The bottom line is that our society is based on the notion that discrimination is wrong. It is not based on the notion that discrimination is wrong only if it's inexpensive or simple to correct.

Not all employers think pay equity is bad for business. Robert Isaacs, a conservative Republican in Colorado Springs, instituted pay equity and described it this way: "We did something fair and just and in return we got ourselves great employee morale, lower turnover and higher productivity. Isn't that what the private sector's always looking for?"

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WHAT IS COMPARABLE WORTH?

Comparable worth addresses the fact that women tend to be segregated in certain jobs historically deemed "women's work."

Occupations dominated by women are underpaid relative to their worth to their employer and to society. Research indicates that there is a direct relationship between the sex of workers in an occupation and the wages they receive for that job.

The more an occupation is dominated by women, the less it pays.

The research found that 80 percent of women employed outside the home work in jobs which are female-dominated, such as clerical work, nursing, teaching, food service, library work, retail sales, and domestic work.

In addition, the average woman earns only 64 cents for every dollar earned by the average man when both work year round, full time.

A solution to this form of discrimination is Comparable Worth.

Based upon these studies, labor economists have concluded that the work women do in the labor force is consistently undervalued and underpaid. The historic discrimination in women's work and wages is often cited as a primary source of women's poverty and a barrier to economic equity for women.

Comparable worth is the policy that compensates people by giving equal pay to work of comparable value.

Comparable worth is the principle of basing wages on the level of skill, effort, responsibility, working conditions, and education required to perform a job.

Comparable worth is different from equal pay for equal work which applies to those situations where men and women perform identical work. This was addressed by the 1983 Federal Equal Pay Act.

There are villages in which men fish and women weave, and ones in which women fish and men weave. But in either village, work done by the men is valued higher than the work done by women. --Margaret Mead

For a woman to make as much in a day as a man, she'd have to work till 10:30 at night. Then who'd make dinner?

Consider these facts:

Teachers are paid less than truck drivers.

Nurses make less money than parking lot attendants.

Librarians earn lower salaries than mail carriers.

WHAT IS COMPARABLE WORTH? (continued)

Child care workers have lower wages than zoo attendants.

Minority women are most likely to work in the lowest paid of all women's occupations and experience the most extreme poverty.

Two out of three adults who live in poverty are women.

Women represented 61 percent of all persons 16 years old and over who had incomes below the poverty level in 1984.

**Implementation of comparable worth principles is good business,
fair to employees, and fiscally sound.
Discrimination bankrupts and impoverishes women.**

If wives and female heads of households were paid the wages that similarly qualified men earn, half the families now living in poverty would not be poor.

In 1870, 97.5 percent of all clerical workers were men--they earned twice as much as blue collar workers. Today 80 percent of clerical workers are women. They earn considerably less than blue collar workers.

Who is Addressing the Issue of Comparable Worth?

The Federal Equal Pay Act of 1963 mandated equal pay for equal or substantially similar work.

Recent U.S. Federal District Court decisions have ruled that employers must eliminate pay inequities affecting women employees under the Civil Rights Act.

A law concerning Comparable Worth is in place in the state of Wisconsin. The directive to the state government to eliminate sex and race-based wage inequities was included in the 1985-87 state budget. The stage determined that female-dominated classifications were allocated from one to three pay ranges lower than comparable non-female jobs. Phase I, effective February 1, 1987, utilized $1.9 million to upgrade a number of female-dominated jobs in state service. Phase II will be implemented in January 1988 and Phase III will be implemented in July 1988.

**"...thy valuation for the male shall be 50 shekels of silver; and if it be
a female, the valuation shall be 30 shekels..." --Leviticus 27:1-4**

Minnesota and Washington are examples of states that already have implemented comparable worth. A number of other states are studying the issues.

Source: Affirmative Action Programs, University of Wisconsin-Extension, 432 North Lake Street, Madison, WI 53706

NCPE LAUNCHES NATIONAL PUBLIC EDUCATION CAMPAIGN ON WOMEN'S EQUALITY DAY

"On the anniversary of the day 68 years ago when American women finally won the right to vote, it is appropriate that we examine the issue of equity for women in the country," NCPE Executive Director Claudia Wayne said August 26, when the National Committee Pay Equity kicked off its new public education campaign.

The campaign will include massive dissemination of NCPE's Grassroots Action Kit, an information packet on sex- and race-based wage discrimination for the media and buttons utilizing the **Pay Equity--Justice You Can Bank On** campaign theme.

"The rapidly closing wage gap is nothing more than a dream," Wayne said. "Contrary to what some people are saying, the ratio of women's wages to men's wages is not 70 cents to the dollar. That ratio is based on a comparison of weekly wages. The wage gap has traditionally been based on annual earnings because they better reflect the effects of part-time, temporary, seasonal and overtime work. The annual earnings ratio for men and women is still only 65%. But there is unprecedented action at the grassroots level to use pay equity to help close the wage gap."

Movement on pay equity includes action in 20 states, which have appropriated more than $400 million worth of pay equity adjustments for state workers; and throughout the United States, where, according to NCPE's most recent survey, more than 1,500 local governments, school districts and community colleges are taking steps to identify or eliminate race or sex bias in the setting of wages for civil service workers.

1987 Median Annual Earnings
Year Round, Full Time Workers

All Men	$26,008 (100%)
All Women	$16,909 (65%)

	MEN		WOMEN	
White	$26,677	(100%)	$17,034	(63%)
Black	$19,014	(71%)	$16,002	(60%)
Hispanic	$17,487	(65%)	$14,569	(55%)

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OCCUPATIONAL SEGREGATION TO BLAME FOR WAGE GAP, GROUP'S STUDY FINDS

Occupational segregation by sex is a major contributor to the wage gap between men and women, and the chief barrier to economic self-sufficiency for the majority of working women, according to a new study by the Women Employed Institute.

The WEI report, entitled Occupational Segregation: Understanding the Economic Crisis for Women, also outlines a program of reforms in job training, education, and private sector employment practices that the organization believes would improve conditions.

Economic "Crisis"

Since the 1970's, public attention and public policy have focused on the entry of women into professional and managerial jobs that was brought about in part by the passage of equal employment opportunity laws, WEI's executive director, Anne Ladky, said at a news conference Sept. 28.

In fact, the U.S. labor force is as sharply divided by sex as it was 25 years ago, she said. She characterized the systematic channeling of women into low-paying jobs as an economic "crisis" that will only be solved by creative efforts to integrate women more fully into the U.S. workforce.

"This is not simply our usual call for stricter enforcement of equal employment laws," research director Nancy Kreiter said. "The issues of labor supply, skilled labor shortages, and economic growth are already on the table in Washington and around the country," she said, "and occupational segregation must be part of the discussion."

Key Findings

Key findings of the research and advocacy group's study include the following:

- Despite the use of public pressure and legal action to gain access to jobs previously closed to them, women continue to enter the work force in traditional jobs in far greater numbers than they are moving into non-traditional occupations. The result is that overall, the work force is as segregated by sex today as it was 25 years ago.
- Between 1970 and 1985, 290,000 women entered the historically male-dominated fields of law, medicine, journalism, and higher education, and 220,000 women became police officers, bartenders, telephone installers, and typesetters. But during the same period, 3.3 million women joined the work force as secretaries, nurses, cashiers, and bookkeepers.
- In 1960, 52 percent of all employed women were clerical workers, saleswomen, waitresses and hairdressers; today, 46 percent of all working women can still be found in these same four occupations. In 1960, 5 percent of working women

held managerial positions and 1 percent were in skilled craft jobs; today, 10 percent are managers and only 2 percent are skilled craft workers.

The number of female professional and technical workers has increased from 12 percent in 1960 to 17.5 percent, but more than half of these are still nurses and teachers.

- Occupational segregation is a major contributor to the wage gap. In every occupational category, Women Employed (WE) found, jobs held mostly by women workers generally pay less than jobs held mostly by men.

  In female-dominated occupations, median weekly salaries range from a low of $92 for child care workers in private households, to a high of $480 for registered nurses. In male-dominated occupations, median weekly salaries range from a low of $291 for garbage collectors to a high of $803 for marketing, advertising, and public relations managers.

- Most women workers do not earn enough to be economically self-sufficient, WEI finds. Nearly 40 percent of all women who work full time earn less than $15,000 per year, compared to only 20 percent of all full-time male workers.

  Median earnings of full-time women workers are $16,909, compared to $26,008 for men. On the average, women employed full time earn less than two-thirds, or 65 percent of men's wages--little improvement over 30 years ago, when in 1955 female wages were 64 percent of male wages.

  Only 13 percent of working women earn $30,000 or more per year, compared to 40.5 percent of working men. This is despite the fact that working women have the same average education as working men, and that the unemployment rate for women is the same as that for men.

- More women than ever before are living in poverty. Of the more than seven million families living below the federally defined poverty threshold for a family of four ($11,611 in 1987), 52 percent were female-headed. Nearly 60 percent of all minority female-headed households live below the poverty level, and 54 percent of all children who are poor live in female-headed households.

The occupational segregation issue is sexual, not racial, Kreiter pointed out. Fifty-eight percent of all women heads of households in the U.S. are white, 29 percent are black, and 10 percent are Hispanic.

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THE FRUSTRATION IS GROWING

by Judy Mann

Are you being paid as much as the white man sitting across the hallway doing the same job you are? Do you feel you have the same chance he has to become a top manager? Is your husband helping with the diapers and dishes? Does your husband see dirt?

If your answer is no to those questions, you are not alone. Two surveys came out this week that underscore the painful truths of most women's lives: We are underpaid, overworked, and undervalued--except as sex partners. We feel intensely frustrated--who wouldn't?--and we are taking that frustration out on the men we live and work with. That shouldn't surprise anyone either, since we hold them responsible for the hostile power structures they created both at home and at work.

The march of women out of the home and into the work force that followed the 1963 publication of Betty Friedan's "The Feminine Mystique" has given women vastly more economic independence than they had during the '50s, when society used every pressure imaginable to perpetuate the cult of domesticity. But that economic independence has by no means yielded economic quality or an equal division of labor within the home. Two and a half decades into the modern women's movement, women have secured the right to hold two full-time jobs for about two-thirds of the money men get.

This is a good deal? What's second prize?

The Women's Research and Education Institute status report on The American Woman 1990-1991 contains scandalous data that ought to be a source of shame for every decent employer or legislator who can do something about this: Among full-time workers, the average woman college graduate still earns substantially less than the average male high school graduate: $25,544 versus $27,293 in 1987.

This, when all the surveys on wages show that the single most important determinant of a person's earning potential is his or her level of education. What the data prove, very simply, is that sex discrimination is rampant in the workplace and companies are routinely paying women vastly less than men. The pay discrimination hits at every level of educational attainment: Women college graduates who worked full time all of 1987 earned an average of $25,544 while the men earned $40,962 that year. That's $15,418 more.

According to the Women's Research and Education Institute report, the median wage for full-time women workers was 64 percent that of men in 1955 and it is now 65 percent. This is progress?

It's no mystery why children living in female-headed households are five times as likely to live below the poverty line than children living with two parents. Half of the children living with their mothers are living in poverty, versus 9 percent of the children who live with two parents. That figure rises to a shocking 79 percent for black children living with their mothers, a 50 percent increase from 1960. This, after 30 years of civil rights activism that should have cut those figures in half--not seen them soar. In 1988, black women earned only 62 percent of what white men earned and Hispanic women earned only 56 percent.

Coming hard on the heels of the survey that says employers are ripping off women at work is a poll from the Roper Organization that shows women have taken off the rose-colored glasses at home and at work as well. Six out of ten women said that juggling work and family has put them under a lot of stress and most of them say they continue to feel guilty about spending time at work and away from home. More than half of the women surveyed are especially annoyed that the men they live with aren't helping with household chores such as the diapers and dishes. The survey concluded that this failure was a "major source of irritation."

The survey compared responses of 3,000 women surveyed in 1970 to women surveyed last summer and found that 42 percent of women now feel men are self-centered, compared to 32 percent 20 years ago; 54 percent believe men imagine going to bed with a woman when they see her, versus 41 percent in 1970; and 61 percent of the women feel they hit a glass ceiling when trying to get management jobs, up from 51 percent. Not surprisingly, satisfaction with life is down: 57 percent say they are happy mixing family and career, versus 63 percent who felt that way in 1970. Although the generally low level of happiness suggests that women weren't harboring a lot of illusions about their circumstances 20 years ago. Their biggest sources of annoyance are not having enough money and husbands who don't pitch in at home.

The only thing that's encouraging about the Roper poll is that it is clear that growing numbers of women are becoming acutely discontent with their circumstances at home and work. Pain is the mother of change.

This article orginally appeared in the Washington Post, April 27, 1990, p. C3. Reprinted with permission.

Leave Policies

THE ETERNAL JUGGLE: BABIES AND CAREERS
MATERNITY LEAVE POLICIES

Only 40 percent of working women have maternity leave (including those who use all their sick and vacation leave for having a baby) and can expect to return to their old or similar jobs after the birth of the baby. Changes are occurring in progressive corporations feeling the pressure to provide reasonable family-care leave. A recent Conference Board study indicates that 2,300 companies offer some kind of maternity leave. Catalyst surveyed some 400 large companies and found that approximately 35 percent had increased the length of paid maternity leave in the last five years. Some companies now offer up to three months of unpaid family-care leave for men or women to care for a newborn child, an adopted child, a seriously ill child or relative. Other companies (the more progressive ones) offer three months of paid maternity or family-care leave.

Politics, economics and Court decisions have publicized the need for family care leave. Bills granting unpaid leave and job guarantees to parents are pending in Congress, some employers are offering maternity benefits as a kind of economic hardball so they can remain competitive, and the Supreme Court ruled last year that states could under certain circumstances require employers to grant short, unpaid disability leave for new mothers. Federal law requires employers with disability policies to treat pregnancy like any other short-term disability.

According to the Bureau of Labor Statistics, two thirds of the 15 million job entrants through 1995 will be female. By 1995, the projection is that 80 percent of women between 25 and 44 will be working (up from 50 percent in 1970). Projections vary on what percentage of women will become pregnant during their working years, but obviously the problem of having a baby and keeping a job is here to stay. It poses challenges for the employers and employees and brings into focus the even larger and still unsolved problem of providing adequate child care for millions of working parents.

Reprinted with permission from Career Opportunity News, Volume 5, No. 6, January/February 1988

IBM HELPS EMPLOYEES BALANCE PRESSURES OF WORK AND FAMILY

International Business Machines Corp. recently announced a new program designed to aid workers in meeting the demands of career and family. A package of benefit options includes greater flexibility in work hours, the possibility of a leave of absence of up to three years, and the opportunity for some employees to work at home.

The changes are made in response to employees' need for more flexibility. The extended leave is meant to provide employees with more time to care for children or sick relatives or to pursue what was described as "once-in-a-lifetime" personal opportunities. The leave is unpaid, but employees continue to receive company-paid benefits and are assured of a job at the end of the leave period. Leave was extended to three years to enable the mother of a new baby to stay home until the child is ready for daycare.

IBM is also testing two experimental programs at selected locations. One allows employees to work at home; this program is being used to accommodate computer programmers who cannot report regularly to an IBM location but want to work part-time. Another program allows IBM employees who are eligible for retirement to receive a portion of their salary for two years along with normal retirement benefits if they work for community-based, approved nonprofit organizations after leaving IBM.

IBM's vice president for personnel has recently been quoted saying that its workforce "mirrors changes in the national employment demographics, with more working women, dual-career couples, single parents and individuals living longer who may want second careers."

More than 30 percent of IBM's U.S. employees are female; the corporation employs about 400,000 people worldwide and is reportedly the third largest U.S.-based employer. Although IBM is perceived as a pioneer in providing extensive, generous benefits while most other major corporations are merely offering some variations of flexitime, the new program it offers is an indicator of basic changes in the workforce. IBM's program is a sign of the times to come, and most major corporations will inevitably have to deal with more women in the workforce, with women, minorities and immigrants making up 80 percent of the additions to the workforce in the next decade.

An IBM spokesman said the long-range purpose of the new program was to increase productivity and to bolster employee loyalty.

Reprinted with permission from Career Opportunity News, Volume 6, No. 3, 1988

WORK AND FAMILY LIFE

> *"America has become a society in which everyone is expected to work-- including women with young children. But many of society's institutions were designed during an era of male breadwinners and female homemakers. What is needed is a...reform of the institutions and policies that govern the workplace, to insure that women can participate fully in the economy and that men and women have the time and resources to invest in their children."*
>
> **Workforce 2000: Work and Workers for the 21st Century**
> **A Study by the Hudson Institute for the U.S. Department of Labor**

Dramatic changes are taking place in the work force, and the impact is being felt in millions of workplaces and homes around the country. A surge in the number of working women--mothers with small children, female heads of household, and wives in dual-worker families--is producing economic and social realignments.

In 1987 women made up 45% of the work force. By the year 2000, they will account for nearly half of the work force and for two-thirds of the labor force growth. With a shrinking labor pool and a thriving service sector economy, women's employment needs are becoming increasingly important in recruitment, productivity, and other bottom-line considerations.

Men are not immune to the problems associated with combining work and family life. Well over half of working men have wives working full or part time, and an estimated 25% of working parents have some responsibility for an aging relative.

Increasingly, employers are being called upon to respond to their employees' needs to balance work and family responsibilities. Benefit packages, work schedules, and recruitment plans are being revised to include an innovative array of policies and programs. Dependent care options range from on-site day care centers to voucher programs, flexible benefit plans, long-term care insurance, and parental leave policies. Alternatives to the standard work week include job sharing, voluntary reduced time, flexitime, and work-at-home options. Many companies are examining their values and style, and are responding in a variety of ways to ease work and family life conflicts of their employees.

Dependent Care Problems

Dependent care problems affect a large portion of the employee population.

- 37% of the work force is comprised of working parents (with children under age 18), according to the Bureau of Labor Statistics.
- 56% of all women with children under age 6 are in the labor force. Most women who bear children during their careers return to work soon after their babies are born; more than half of all married women are back at work by the time their children are a year old.

- A survey of 8,121 workers in Oregon, conducted by Portland State University, found that the fathers and mothers whose children cared for themselves were the workers most affected on the job by missed days, lateness, interruptions, and early departures. In fact, the highest absenteeism rate for all employees was for men whose children were in self-care.

- An increasing number of working parents have elder care problems. A study by the Travelers Insurance Company found that 28% of its employees provided care for a friend or relative aged 55 or older.

Women have the major responsibility for the family's dependent care.

- About 13 million children are in one-parent families; most are being raised by their mothers.

- Nearly 64% of women who maintain families are in the labor force.

- In a Boston University study, married male parents reported that their wives (whether employed or not) spend two to four times as many hours a week on home chores and child care as they do.

- Women employees are twice as likely to stay home with a sick child (65%) as male employees (32%).

How Employers Respond

An employer's response may depend upon the company's size, industry, location, and economic condition, among other factors.

- A small company may pursue more flexible work policies, while a larger company may invest in community services. Both small and large employers can pool their efforts in consortium arrangements.

- The motivations for small business involvement in child care are not that different from those of large companies, according to a study conducted by Berkeley Planning Associates for the Small Business Administration. Among the 24 firms studied, 6 sponsored day care centers and the others pursued the options common to large companies: flexible benefits, information and referral, flexible work hours, and contributions to community services.

An employer may spend up to a year planning and researching a comprehensive program tailored to the company's needs. The effort may involve a task force, an employee survey, focus groups, supervisory interviews, community needs assessment, and/or an analysis of what other companies are implementing.

An employer with a unionized work force may decide to involve the union in some or all phases of the process, from information gathering and needs assessment to decisionmaking and implementation. Another employer may find that collective bargaining is a more effective route for addressing work and family needs.

Employers are concerned about equity, particularly for employees without dependents, when instituting a work/family program or policy.

- Company surveys indicate that almost all employees--those with and without dependents--rate the possibility of a work/family program very positive. Once a program or policy has been introduced, companies report a highly favorable reaction from employees, who feel better about a company that cares.

How Employers Benefit

In several national surveys on employer perceptions of the benefits of child care programs, conducted between 1978 and 1983, an overwhelming majority reported an increase in productivity, morale, and loyalty and a decrease in absenteeism, turnover, and tardiness. (Elder care initiatives are more recent, thus no comparable evaluation research has been conducted.)

In a survey conducted by the National Employer-Supported Child Care Project, published in 1984, 90% of the 178 companies responding said that the child care service their business offered had improved employee morale, 85% said their ability to recruit had been affected positively, and 85% noted more positive public relations.

Child Care Services

An estimated 3,500 private employers provide some form of child care support for their employees. Most companies accomplish this by providing a dependent care information service and/or financial assistance. Some employers create or contribute to child care centers, family day care homes (friends or neighbors who care for children in their own homes), or after-school programs. Due to the vast need, child care has been an innovative area for public-private partnerships.

On-Site or Near-Site Child Care Centers

In 1987, about 200 companies, 500 hospitals, and 75 government agencies provided financial support for or sponsored child care centers on or near the worksite. Many employers subsidize the cost so that all employees can afford the program. Liability insurance usually is available at reasonable rates.

Advantages:

- An effective labor recruitment tool;
- Reliable child care reduces employee absenteeism;
- High visibility involvement improves community relations;
- Operating hours can be adapted to workshift requirements and employees' needs.

Disadvantages:

- Start-up may be expensive;
- Requires ongoing monitoring and financial support to ensure quality and affordability;
- Employee use limited by space constraints, commuting patterns, curriculum and location preferences;
- May be more difficult for multisite company;
- Liability insurance must be purchased.

Consortium Centers

Groups of employers share the cost and benefits of establishing and operating a child care center. This is advantageous to small employers who cannot afford such an endeavor alone. Consortia are popular in industrial parks, shopping malls, and downtown locations. It is often best to have a neutral coordinator of a consortium effort.

Advantages:

- Resources, liability, and costs are shared enabling small employers to participate;
- Combined labor force protects the center from underenrollment.

Disadvantages:

- Requires negotiations among participating companies;
- Combined labor force needs might surpass resources available at one center.

Resource and Referral for Child Care

Resource and referral services counsel employees on how to find and judge quality child care. They improve the quality of care by providing training for child care providers. An effective referral program increases the supply of care by helping to recruit and retain qualified providers. Some 1,000 companies nationwide offer their employees such services. They supplement the services with parenting seminars, support groups, handbooks, hotlines, and caregiver fairs.

Advantages:

- Start-up and maintenance costs are relatively low;
- Enables parents to locate appropriate child care services with established reputations, thus less likely to break down;

- Serves all child care needs, allowing parents to make the best choices for their individual situations;
- Works well for multisite corporations that want to provide for all corporate workers;
- Identifies employee needs and provides planning data for future company child care initiatives;
- Stimulates the creation of new child care services as needs arise.

Disadvantages:

- Effectiveness depends on identification of local community resources until provider recruitment programs take effect;
- Requires a commitment to publicize the worksite availability;
- May be expensive.

Vouchers

In a voucher system, the company subsidizes a percentage of parents' child care costs at programs selected by the parent. The company may pay the provider directly or reimburse the employee. In 1987, approximately 50 companies offered this direct form of financial assistance for child care. The value of the voucher may be offered as a flat fee, a percentage of cost, or limited to those below a certain family income level.

Advantages:

- Allows parents to choose their child care arrangement;
- Supports many community child care services.

Disadvantages:

- Vouchers can be costly;
- Limiting eligibility by income may pose equity questions;
- If community based care is unavailable or of poor quality, vouchers alone will not solve these problems.

Discounts

About 150 companies have negotiated employee discounts with child care providers. Typically, a child care center lowers its fee by 10% and the employer contributes 10% of the fees, so the employees receive a 20% reduction in their child care costs.

Advantages:

- Low cost, little administration;
- System expands or contracts according to employee needs;
- Limited liability;
- Favorable publicity for the employer as vendors promote the center.

Disadvantages:

- Employees must use selected vendors;
- Employees can be turned away when slots are filled.

Programs for Part-Time or Emergency Care

Before and After School Care

Because school and work hours vary, attention to the needs of school-age children after school can reduce parental worry on the job. Employers can support after-school programs in the public schools or in community agencies. Employers can also sponsor "warm lines"--call-in services that provide assistance or reassurance to older children at home alone--or seminars that help these children learn skills for staying at home alone.

Travel Care

The company provides reimbursement for child care costs incurred by work-related travel.

Sick-Child Care

Employers may opt to participate in a number of ways:

- Making arrangements with a health care facility to provide in-home care for mildly ill children and subsidizing part of the cost based on family income;
- Providing contributions or making arrangements with hospital sick-care facilities or in community agencies for care of mildly ill children;
- Providing funds to help local child care centers create their own sick-bay facilities;
- Providing sanctioned personal or family leave days so employees may remain at home with sick dependents.

Elder Care Services

An estimated 25-30% of any work force may have caregiving responsibility for aging relatives. Employees might provide personal services such as cooking, cleaning, shopping, or transportation. They may have infirm relatives living with them or may face the problem of providing care over long distances. Employees may also face financial drain and emotional strain due to the cost of medical or long term care. Employers have begun to observe the negative effects on work performance as the result of elder care responsibilities and are responding with information, financial assistance for employees, and contributions to local programs.

Resource and Referral for Elder Care

In the same way that resource and referral aids families with child care needs, resource and referral services for elder care help familiarize employees with the array of services for the elderly, including medical, custodial, housing, legal, and counseling services. Employers also provide needed information about elder care through seminars, support groups, handbooks, hotlines, and employee assistance programs.

On- or Near-Site Adult Day Care

Companies support local, adult day care centers with financial or in-kind contributions. One company plans to turn its on-site child care center into an intergenerational center.

Visiting Nurse Services

Companies provide reimbursement or direct subsidies to employees for visiting nurse costs, thereby making it easier for employees to go to work when medical needs arise among their elderly dependents.

Respite Care

Employers cover some of the costs associated with hiring a caregiver so that employees can take a brief vacation from their caregiving responsibilities.

Long Term Care Insurance

This new health insurance helps employees pay for long term care for themselves or dependent children, spouses, or parents. Designed to fill gaps in Medicaid and Medicare coverage, long term care insurance plans may cover home health services, adult day care, and respite care.

Excerpted from the Work and Family Resource Kit, Women's Bureau of the U.S. Department of Labor.

The Glass Ceiling and Other Barriers

SENATE LABOR PANEL EXAMINES BARRIERS TO WOMEN IN NON-TRADITIONAL JOBS

Women have been entering jobs traditionally reserved for men in the construction and electronics industries at a higher rate over the past decade, but they still receive less training, less pay, and less respect on the job than their male co-workers, a Senate subcommittee was told.

At a Nov. 17 oversight hearing by the Senate Labor and Human Resources Subcommittee on Labor, subcommittee chairman Howard Metzenbaum (D-Ohio) observed that, more than 20 years after the passage of Title VII of the 1964 Civil Rights Act, nearly 50 percent of all working women are still employed in just four occupational categories--clerks, salespersons, waitresses, and hairdressers. Metzenbaum added that women still earn only 64 cents for every dollar earned by American men, a ratio that has not changed in 30 years.

Non-Traditional Jobs

The hearing focused on women in the construction and high-tech industries, where the number of women in jobs traditionally held by men has grown since 1970 but women still face discrimination, sexual harassment, and limited access to more desirable, higher-paying jobs.

Metzenbaum said production jobs in the electronics industry tend to be filled by female workers (70 percent) while only 4 percent of the more lucrative engineering positions are filled by females. In the computer industry, Metzenbaum said 94 percent of the data entry operators, who earn an average of $240 a week, are female, while computer service technicians, who earn $430 a week, are 90 percent male. A similar pattern exists in construction, said Metzenbaum, where women hold 80 percent of the office and clerical jobs but only 10 percent of the professional jobs, and less than 2 percent of skilled craft positions.

Government Problems Cited

Several witnesses blamed some of the barriers to female employment in non-traditional jobs on inadequate enforcement by the Department of Labor's Office of Federal Contracts Compliance Programs (OFCCP), and the Department of Transportation's reluctance to condition federal highway funds on a contractor's compliance with federal affirmative action obligations.

Wendy Johnson, the executive director of the Southeast Women's Employment Coalition (SWEC) in Lexington, Ky., testified that sex discrimination against women on federally financed highway projects could be curtailed if department of Transportation would debar contractors who violated federal affirmative action regulations. Noting that Congress has just passed a five-year, $88 billion highway project authorization bill, Johnson said "women deserve an even chance to compete for those jobs."

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According to Johnson, SWEC filed a complaint with OFCCP in 1980 charging 35 private construction companies and 50 state departments of transportation with sex bias in hiring and employment practices on federally financed highway projects. Although the OFCCP complaint resulted in commitments by some contractors to increase female and minority hiring, Johnson said a second complaint filed with DOT has produced no results.

Johnson scored an "appalling lack of commitment" on the part of the federal government in enforcing EEO requirements, and suggested that "federal dollars are literally pouring into state coffers" even though many states "fail to comply with the basic nondiscrimination measures required by law."

'Fair Game'

Portia Davis, a former construction worker from Chillicothe, Ohio, added that the federal government "needs to enforce the laws which are already on the books" by debarring contractors and imposing other sanctions which would cause employers to take affirmative action obligations seriously. Davis said the federal government must also improve its follow-up on contractors who are cited for sex bias to make sure that employers take corrective action.

"There is no follow-up, and contractors are aware of that," said Davis. Describing her experience as a carpenter on construction sites in southern Ohio, Davis said she had difficulty obtaining jobs or receiving adequate training because of her sex, and that she was subjected to numerous incidents of harassment, 90 percent of it from supervisors. The effect of supervisors harassing women on construction sites, said Davis, is that all male employees get the impression that "women are fair game."

Asked by Metzenbaum what action the federal government should take, Johnson said DOT should send a "resounding message" to federal highway contractors that sex discrimination will not be tolerated by withdrawing contracts or debarring contractors who violate their affirmative action obligations.

OFCCP Defended

Meanwhile, Shirley Dennis, director of the Women's Bureau at the Labor Department, and Jerry Blakemore, the director of OFCCP, defended DOL's efforts. Dennis asserted that "women have made great strides in obtaining employment in the higher skilled classifications," citing statistics that women now hold 43 percent of all professional and managerial jobs--compared with 34 percent in 1970--and that the proportion of female engineers has climbed from less than two percent in 1970 to six percent today.

However, Dennis admitted that most women are still employed in a relative handful of occupational categories and that "much remains to be done to facilitate women's movement" into non-traditional jobs. Dennis said DOL is not satisfied with the progress of women in the building trades, and that the Women's Bureau and OFCCP had joined in several programs to help women overcome barriers to employment in construction, including outreach efforts, pre-apprenticeship training, post-employment counseling and work-site monitoring, and "vigorous" enforcement of Executive Order 11246.

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Blakemore said that the construction industry is "an integral part" of OFCCP's enforcement program under EO 11246 and that, in FY 1987, DOL conducted over 1,000 compliance reviews of construction industry contractors. Blakemore added that new Assistant Secretary for Employment Standards Fred W. Alvarez intends to "enhance the enforcement posture" of OFCCP by improving the training of field staff and making sure OFCCP personnel were "ready, willing, and able" to carry out their enforcement responsibilities.

OFCCP is also trying to establish clear policy directives for employees in the field, and that a "sole source of authority" for DOL compliance reviews should be ready by next spring, Blakemore said.

Asked by Metzenbaum to respond to a "general impression" that DOL has been "lax" in enforcing EO 11246 and that very few contractors feel "any heat" from DOL to improve their efforts regarding female employment, Blakemore said OFCCP has "established an agenda for a strong and vigorous enforcement program."

"How much time will it take?" asked Metzenbaum, adding that the Reagan administration has been in office for seven years and that the "pressure" on employers to bring women into the workforce "is not there."

Metzenbaum also criticized Amparo Bouchey of the DOT and Ed Morris, chief of public programs for the Federal Highway Administration's Office of Civil Rights, for their lack of response to the SWEC complaint. Morris said FHWA is "prohibited at this juncture" by federal law from looking at a contractor's EEO compliance in deciding whether or not to renew a federal contract but that FHWA does review the female and minority hiring practices of federal contractors.

Asked by Metzenbaum if federal highway contractors have ever been denied funds because of discrimination, Morris said he was aware of some cases in which funds have been withdrawn because of the contractor's employment practices. Morris added that FHWA has cooperated with the Justice Department in civil rights suits against state highway departments in Louisiana, Georgia, and Virginia in which DOJ has obtained court orders or consent decrees barring race or sex discrimination. With respect to private contractors, said Morris, FHWA must rely on state governments to take the initiative, although FHWA monitors the state's enforcement efforts.

'Women's Work'

A second set of witnesses discussed the employment of women in the electronics industry. Sharyn Bahn, the executive director of the Women's Technical Institute in Boston, testified that women remain largely segregated in 20 of the 420 job categories listed by the federal government even though they now comprise nearly half of the American workforce.

Despite the influx of women into the workforce and the positive effect of affirmative action on female employment, said Bahn, "the truth is occupational segregation and sex-role stereotyping are powerful phenomena which contribute to the perpetuation of the feminization of poverty and women's belief that the only work open to them and the only work which they are suitable for is 'women's work.'"

Bahn charged that, even in high-technology occupations where sex-stereotyping is less entrenched than in older industries, the vast majority of women tend to be clustered in low-paying production jobs and underrepresented in managerial and professional positions. WTI is a non-profit institution founded in 1975 to train female technicians for jobs in the electronics industry, which now has 900 graduates and about 200 students currently enrolled.

Questioned by Sen. Edward Kennedy (D-Mass) about the school's finances, Bahn said most students are eligible for federal financial aid, JTPA funds, and state aid as well as federally guaranteed student loans. Kennedy commented that reduction in federal aid to higher education as well as the change from grant programs to loan programs may well deter women who want to take advantage of programs like those offered by WTI.

Metzenbaum asked witnesses Barbara Scott of Melrose, Mass., and Sherri Davis of Boston, two WTI graduates who now work for electronics firms, how they coped with child care responsibilities while they were in school and when they began working. Scott, a divorced parent with four children, said she relied mostly on neighbors until her children were full-grown, and Davis said she also relied on relatives and friends to care for her children because she faced a one-year waiting list at the day care centers she contacted.

Adding that some women with children can earn more on welfare than if they work and pay for day care, Scott commented that "it's very easy to fall into the welfare trap." When Scott and Davis told the subcommittee they both received cash assistance from the federal CETA program while they were attending WTI, Metzenbaum asked if cash incentives under JTPA could aid the entry of female employees into non-traditional occupations. Bahn said a set-aside of funds to the states could have an impact but only if the federal funds were "clearly earmarked" for women in non-traditional jobs.

Increase in Female Engineers

Construction electrician Jill Flebowitz of Boston, an active member of Electrical Workers (IBEW) Local 103, said working conditions for female electricians are better than when she began working in 1978. Although women still comprise less than three percent of all construction electricians and only two percent of the foremen, Flebowitz said her union provided orientation, support, and continuity for its female members which is not available to non-union female labor.

Cynthia Marano, the executive director of Wider Opportunities for Women, Inc., said a study of employment in high-tech industries by WOW in the early 1980s revealed widespread occupational segregation in the jobs available for women, an absence of female and minority employees in management positions, and a persistent wage gap between the sexes.

Marano said vocational education programs are "intensely segregated" by sex, and that female secondary students tend to be enrolled in vocational programs leading to jobs and occupations which pay below-average wages. Marano said the Perkins Vocational Education Act of 1984, which encouraged states to eliminate sex-stereotyping in secondary and post-secondary vocational education, is "not doing the job" because few states have funded or encouraged women to enter non-traditional job training programs.

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Representing the American Electronics Association, Derrel De Passe, a director of governmental affairs with Varian Associates in Palo Alto, Calif., said employment of female computer scientists had increased by 450 percent between 1976 and 1984, and that employment of women engineers had increased by 250 percent during the same period. De Passe added that female college enrollment in engineering courses has dropped slightly since 1983 to 15 percent but that the percentage of women enrolling in computer science programs continues to grow.

According to De Passe, about 30 percent of all computer scientists in 1986 were women. Asked by Metzenbaum to comment on the types of jobs women are likely to hold as female employment grows in the 21st century, Marano warned that, without "significant intervention" by Congress, there is "no evidence" which suggests that the new jobs will be in non-traditional occupations.

When Metzenbaum asked De Passe why so few women are employed in high-paying electronics jobs, the AEA representative replied that people at the highest management levels tend to have at least 10 years experience in the industry and that relatively few women have reached that plateau. However, De Passe asserted that women have an increasing number of "good jobs" in the industry, pointing out that 25 percent of the engineers at Varian Associates are now female.

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WOMEN IN MANAGEMENT

Facts on Working Women, No. 89-4, December 1989
U.S. Department of Labor, Women's Bureau

Although more women hold management positions than at any other time, few have made the breakthrough to top-level executive positions. Estimates suggest that only 1 or 2 percent of senior executive level officials are women.

In 1988 women in the U.S. represented 39.3 percent of all persons employed in those occupations--an increase from 26.5 percent in 1978. Despite these significant gains, women are still underrepresented in managerial occupations when compared with their overall share of the civilian labor force (45 percent).

Nearly 5.6 million women were employed as executives, administrators, and managers in the United States in 1988. These women constitute more than double the number a decade ago in 1978 (2.5 million). Women managers now represent 10.8 percent of all employed women, up from 6.3 percent 10 years ago. Among employed men, 13.6 percent were executives, administrators, and managers in 1988, increasing from 12.2 percent in 1978.

In 1986 a survey was conducted of corporate women officers employed by Fortune 1000 organizations. Of the 412 women who comprised the selected population, 52.4 percent responded. Although none of the respondents had reached the top rung of the management ladder (chairperson, vice chairperson, or president), 4 of 5 were at the vice presidential level or above (executive vice president, senior vice president, group vice president, vice president, or assistant vice president) compared with only 1 of 3 at that level in 1980. In addition, 26.4 percent of these executives held directorships or board seats in 1986 in organizations other than their own while only 3.2 percent were directors of their own companies.

Most women who were employed as executives, administrators, and managers in March 1988 were married with spouse present (60.1 percent). Another 18.4 percent had never married while 14.5 percent were divorced, 3.7 percent were widowed, and 3.2 percent were married, but with spouse absent (separated). Male executives, administrators, and managers were more likely to be married with spouse present (75.3 percent), with an additional 14.5 percent having never married, 6.8 percent divorced, 2.7 percent separated, and 0.7 percent widowed.

Most women managers were middle aged. Of the 5.4 million women employed as executives, administrators, and managers in March 1988, 2.2 million (40.6 percent) were between the ages of 16 and 34, and 3.2 million (59.4 percent) were age 35 and over.

Occupations

Women are more likely to be managers in areas where there are already more women employees at lower levels. For example, women are 61.3 percent of managers in medicine and health, 49.2 percent of personnel and labor relations managers, and 48.9 percent of administrators in education and related fields.

On the other hand, women are only 17.9 percent of administrators, protective services, and only 24.2 percent of purchasing managers. Among management-related occupations, women were, for example, 59.0 percent of personnel, training, and labor relations specialists but only 5.0 percent of construction inspectors and only a miniscule proportion of purchasing agents and buyers, farm products.

Race and Ethnic Groups

The proportion of employed black women who are in management has edged up slightly in recent years. Some 7.0 percent of employed black women were in executive, administrative, and managerial jobs--an increase from 6.4 percent in 1987 and 4.9 percent in 1983. The largest proportion of black women in management is in government service, mainly in management related occupations rather than line executives and administrators.

Black women represented only 2.9 percent of all employed managers, up from 2.7 percent in 1987, and their progress has been significantly slower than for all women similarly employed. The 407,000 black women employed in those occupations in 1988 included 167,000 in management-related jobs with 64,000 in accounting and auditing. About 29,000 black women were administrators in education and related fields, and 28,000 were officials and administrators in public administration. The remaining black women managers were in other executive, administrative, and managerial jobs.

The proportion of employed Hispanic women who were managers also increased in 1988 to 6.7 percent, up from 6.6 percent in 1987 and 5.9 percent in 1986. Women of Hispanic origin, however, represented only 1.6 percent of all employed managers in 1988, edging slightly upward from 1.5 percent in 1987. About 221,000 women of Hispanic origin worked as executives, administrators, and managers in 1988, including 79,000 in management-related occupations; 11,000 in public administration; 9,000 in financial management; and the remainder in other executive, administrative, and managerial occupations.

Similar to the trend among all women managers, the largest numbers of black women managers were concentrated in the services industries and in finance, insurance and real estate. The next largest numbers were in transportation and public utilities and in retail trade. The largest numbers of Hispanic, Asian American, and American Indian women managers were in finance, insurance and real estate, followed by the services industries and retail trade.

Minority race and ethnic group women are still a very small proportion of corporate officers. The distribution by race/ethnic group of corporate women officers employed in Fortune 1000 organizations who responded to a survey in 1986, was as follows (response rate--52.4 percent of women surveyed): White, 96.7 percent; Asian, 1.9 percent, Black, 0.9 percent; Native American, 0.5 percent.

The dearth of women in top-level executive jobs is reflected in the lower earnings of women managers as compared with men in management. Women employed as executives, administrators, and managers who worked year round full time had median earnings of $21,874 in 1987--only 60.5 percent of the $36,155 median earned by men similarly employed. The 1987 ratio of the median annual earnings of all fully employed women compared with men similarly employed was 65.0 percent. The earnings differential between women and men in management should improve as women continue to move up the corporate ladder and as women make further gains in education and training.

During the 1985-86 academic year, 20,794 women earned master of arts degrees in business and management, representing 31 percent of total recipients. This is a significant increase from the 1,045 M.B.A. degrees awarded to women (about 4 percent of all such degrees) in the 1970-71 school year, just prior to the 1972 enactment of Title IX of the Education Amendments, which opened business schools to women who had largely been excluded or dissuaded from enrolling before that time.

Growth in the number of managerial and management-related jobs through the year 2000 should provide increased employment opportunities for women who are prepared. It is projected that between 1986 and the year 2000, employment of executive, administrative, and managerial workers will grow by more than 3 million jobs, an increase of 29 percent--well above average growth for all jobs (19 percent). Women are well situated to move into the topmost positions in private business and government leadership.

The outlook for women in management also should be enhanced as organizational structure, employment and promotion practices, and organization culture continue to improve in ways which will increase women's career advancement. For example, to encourage Government contractors to increase their efforts to place women and minorities at every step of the corporate ladder, in 1988 the U.S. Department of Labor published a directive emphasizing affirmative action for high-level corporate positions. Significantly altering the way corporations track managers for affirmative action purposes, the directive requires corporations with numerous establishments to list in their corporate headquarters Affirmative Action Program (AAP) all positions filled by decision-makers at that level. This is in contrast to the previous practice of listing such positions only in individual establishment AAPs.

Sexism Still Stalks the Halls of the Workplace

by Betsy Freeman

She's an experienced attorney, a sixth-year associate at one of New York City's largest and most prestigious law firms. She brings a male junior associate to an important negotiating session with other lawyers (whom neither she nor her colleague has met) so he can learn something. The opposing lawyers and clients, all men, enter the room. They immediately and automatically gravitate to the male associate. She is virtually ignored. When they are seated around the conference table and the woman begins to conduct the meeting, they are shocked into an embarrassed silence that shouts, "You mean, she's not the secretary?"

A middle manager in a technically oriented company is at a meeting. Her boss, emphasizing a particular point in the informal language typical of a shirtsleeves working session, says, "Damn!" Suddenly he interrupts himself, turns to her and apologizes. The meeting grinds to a halt as everyone looks at her, the only woman present.

A woman securities analyst is interviewing for a job, and the senior partner asks her what her husband does for a living. She tells him. Then he asks her what he did before that, and before that. "I was very angry," the analyst now recalls. "I wanted to say, 'Well, what does the little woman do?' But a job was at stake. And the senior partner thought the questions were relevant. He wanted to put me in a social and economic context," she says, "because I think somewhere inside him he still defines women by the men they associate with." She suppressed her anger and got the job.

Almost every woman is familiar with these kinds of male behavior--stereotyping, exclusion and condescension. These and other forms of sexism are not as blatant as the outright sex discrimination and sexual harassment that have led to court cases being filed since Title VII of the Civil Rights Act took effect in 1964.

But taken together, the gestures and remarks--sometimes unwitting, sometimes deliberate--form a pattern of subtle sexism that prevents women at all levels from achieving the success for which they're qualified. It's a kind of discrimination that often wears a cloak of sensitivity and deference to women, and causes them a discomfort so vague that they may be unable at first to recognize it or articulate it.

Sharon Howard, an Atlanta-based attorney who specializes in union law and race-discrimination cases, has given a lot of thought to the way she's treated in the courtroom: "Interruptions, speaking to you as if you're a child, showing deference to the other (male) attorneys....It's all very subtle, and it's nothing you can go to court on, and I don't know how you can change it, because they don't know they're doing it themselves."

The unconscious aspect of subtle sexism is especially bewildering to women who thought they'd won the battle for sexual equality in the workplace. In 1987 women held nearly 40 percent of all executive, managerial and administrative jobs, for example, more than double the percentage of those jobs in 1972. And yet women still earn just 70 cents for every dollar earned by men, and they're simply not making it into upper management. Subtle sexism is part of the problem.

Lisa Hicks, an assistant director at Catalysts, a nonprofit research and advisory group in New York that works with corporations to promote women's career development, says, "In many ways, especially at a higher level, sexism is subtle. It's unintentional, it's unconscious, and it's rooted in traditional attitudes. One reason women have not advanced in senior managerial positions is that the older male managers feel some discomfort with women in those roles. A woman doesn't fit their image of what a senior manager looks like."

Kathleen Neville, a vice president of the nonprofit group WAGES (Women's Action for Good Employment Standards), has been counseling victims of sexual harassment and discrimination--overt and subtle--for six years. "It shocked me when I started," she says. "These were women in high-paying positions, and they're still treated as though, when they walk into the board room, they're less important than their male subordinates, who are addressed first....I've done some counseling of women (who work in) coal mines in Pennsylvania, and they see it too, but they're not so surprised. Those of us in executive positions are shocked, but we shouldn't be."

In many cases of subtle sexism, women are battling stereotypes they thought had been defeated long ago. Especially in fields that traditionally have been male-dominated, women still are not accorded that automatic acceptance in their work roles that men enjoy. Having switched to real estate law from tax law, the woman attorney who was mistaken for a secretary says, "The reception females get as tax attorneys is much cooler than the reception females get as real estate attorneys...perhaps because women brokers have already tested the waters for many generations."

All too often, subtle sexism can have direct economic impact. The woman whose boss was afraid to use profanity in front of her recalls attending a conference at which her vice president discussed the results of a survey in which employees rated the ten most important things about their jobs. Her department put "personal enrichment" and "opportunities for advancement" above salary and benefits, while the rest of the company rated salary and benefits higher. "A man in the audience suggested, 'Maybe it's because we have more women in this department, and salary isn't as important to women, because they are the second income in their families.' The women in the audience booed and hissed. If I worked for him and he had only so much bonus money to give out, I would be worried."

The stereotyping becomes most crippling when it comes to that most traditional of women's roles: motherhood. The real estate lawyer, who works four days a week so she can spend the fifth day with her child, has been told she won't be considered for partnership in her firm for that reason. She willingly accepts the sacrifice, but it's not easy to accept the attitude that accompanies it.

"I was discussing with a partner the fact that we're going to have to deal with women having children," she says. "I said, 'You're going to have to make some kind of part-time policy, because it's going to become a bigger, not a lesser, problem.' And the partner said, 'Maybe this will have a backlash. It used to be we wanted to hire good-looking women because we thought that it presented a nice face for the firm. Now, however, maybe we'll just hire ugly women, who we don't think will have children and present that problem.'"

Other cases of sexism can be unintentional, if no less disturbing.

At a company in the midst of a corporate takeover, the male vice president took his two male managers to lunch, leaving the woman manager behind to wonder whether it was time to circulate her resume. She decided instead to ask the vice president directly about the reason for the exclusion.

Surprised at her concern, he replied: "Oh, it has nothing to do with you or your performance. I'm just more comfortable with men."

What complicates instances of subtle discrimination and harassment even more, says Kathleen Neville, is that their definition differs from one woman to the next.

"We all have a line," she says, "and if someone crosses that line, we make a personal decision that we've been violated professionally and personally, and we take some action."

In Neville's case, the offense was blatant and actionable: In 1981 she was threatened with the loss of her job if she didn't sleep with her boss; she was fired when she complained to his superior.

She sued, and the courts ruled that there had been a clear instance of harassment, but that it was unrelated to the termination of her employment. Neville was not awarded any money. Her book, "Costly Encounters: The Price of Sexual Harassment," is due out next winter.

Though most cases of subtle sexism are not actionable, the courts are expanding their definition of sexual harassment.

In the first sexual harassment case to reach the Supreme Court, the court found in favor of Mechelle Vinson, a woman whose boss intimidated her into repeated sexual encounters, and that 1986 decision has paved the way for other cases claiming far more subtle forms of discrimination and harassment. As Neville explains, the decision "put employers on notice that they're liable (for sexual harassment) whether or not they are aware of it."

Jane Dolkart, a Washington, D.C., attorney specializing in employment law, is encouraged by the 1986 decision and looks forward to continued legal precedents. At the same time, Dolkart prefers to avoid litigation.

"I always tell my clients they need to realize they'll go through hell in court. Some people may be better off moving on than fighting."

Neville, who was in the midst of a promising career in television broadcasting when her boss harassed her, also is wary of going through the court system.

"Litigation is so costly and time-consuming, and it eats up crucial career years. I was in litigation for a total of seven years, and I know how much it costs a woman, and I know what it cost my career."

For a woman who would like to stay in her current job, the solution to sexist treatment can be as subtle as the offense.

Atlanta attorney Sharon Howard, for one, has come up with one strategy that makes her feel better: "I stop attorneys who call me 'dear.' It happened yesterday. I was negotiating a settlement and I made some demands, and I guess he didn't like that, and he said, 'Look, dear,' and I said, 'Miss Howard.'"

But she's not entirely comfortable with that solution.

"You also have to be careful," she admits. "If you start doing that too much, they brand you as being a feminist or carrying a chip on your shoulder or being paranoid, and that's dangerous."

For other women, the only way to play may be to try to become one of the boys, the securities analyst learned: "I was negotiating with two managers--who typically call each other Peter and Tom. When I walked into the room, they sat next to each other and one said, 'Tommy, what do you think, Tommy?' (The the other would say,) 'Well, Pete.' I wasn't going to divide them--that was the message: 'We're going to be wrong, but we're going to be wrong together, and you're not going to play one of us off against the other, because this is Tommy and I'm Pete. You don't play the game. You don't have a uniform.'"

How did she handle it? She got coaching from someone who knew the rules: her husband.

"He said, 'You're going to lose this, but it's just a battle, and at the end of the battle you have to let them know that you know how to play the game. So you lean across the coffee table and you say, 'Okay, guys, I lost round one, but I'll be back.'"

She took his advice.

"As soon as I said that," she recalls, "they were astonished, went on to the next subject and started joking with me because it was comfortable. But it was not comfortable to me."

Whatever women may accomplish one-on-one, the most effective agent for change is the company itself. As companies realize they will be held accountable for the hostile work environment created by subtle and not-so-subtle sexism, they're beginning to try to change attitudes.

In the last few years, says Lisa Hicks of Catalyst, many companies have instituted gender-awareness programs or have supplemented programs started in the 1970's to educate managers about Affirmative Action.

"For more and more companies," she says, "it's in their bottom-line interest [to combat subtle sexism] just because of demographics. By the year 2000, women, minorities and immigrants will constitute 80 percent of new entrants to the work force."

In the face of such statistics, companies are rewriting their sexual harassment and sex-discrimination policies and hiring consultants to run training seminars and encounter sessions.

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The most satisfying way to put a damper on subtle sexism, of course, is to become the boss.

Barbara Corday, a co-creator of television's "Cagney & Lacey" and a former president of Columbia Pictures Television, says the view from the top is different.

"When through sheer luck and determination, you reach a point where you become one of those people who cannot be left out, it's in [the men's] interest to talk to you. [When you're] the president of a division of a major corporation in America, they can't not invite you to a meeting or to lunch. It's not that people become any nicer or any better, it's just that it's no longer in their interest to treat you badly."

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Individual and Institutional Opportunities To Promote Gender Equity

Unit 4

Unit 4 *INDIVIDUAL AND INSTITUTIONAL OPPORTUNITIES TO PROMOTE GENDER EQUITY*

Objectives	Content	Teaching Strategies	Resources
Identify individual and institutional practices which affect the achievement of equity.	Individual barriers to and opportunities for reducing gender bias and encouraging gender equity a. language b. treatment of students c. instruction, counseling, assessment and testing d. management practices e. attitudes District/institutional barriers and opportunities a. policies and administrative procedures b. public relations c. marketing d. special services e. curriculum f. staff development g. staff hiring	Paper/pencil exercises Small group discussion Role playing Review materials, etc. using checklists Examine district and state enrollment data Review and critique district equity plans, local policies, etc. and develop recommendations Examine district policies and sexual harassment reporting procedures for students and staff Guest speakers, i.e., District Affirmative Action Officer, Gender Equity Coordinator	• Handouts, articles, activities • Action Planning Activity Packets • District Equity Plan, State Equity Directive, local policies, etc. • Legislative Statutes and Administrative Rules for Secondary and Postsecondary Education (if available) • Institutional self-assessment instruments • Videos recommended:* *Sex Equity in the College Classroom* *Ready, Willing and Able Series*
Continue study group investigation of selected issues/topics on gender equity	Equity issues/topics not covered in the curriculum or those that can be expanded upon	Study Groups meet to discuss topics for research and presentation	

*Videos described in Appendix

Unit 4 *INDIVIDUAL AND INSTITUTIONAL OPPORTUNITIES TO PROMOTE GENDER EQUITY* (continued)

Objectives	Content	Teaching Strategies	Resources
(For Course Expansion) Identify strategies to enhance educational equity for nontraditional students (racial/ethnic populations, older returning students, students with disabilities, etc.	Recruitment and retention barriers and strategies that affect educational equity for nontraditional students		

Unit 4 Suggestions for the Instructor

- The focus of this unit is individuals' roles in reducing gender bias and sex role stereotyping in vocational education and promoting equity.

- Be sure to allow sufficient time to introduce the concept of language as a powerful reinforcer of cultural values and stereotypes and explore bias free communication as an individual and institutional responsibility. Numerous handouts and some paper and pencil activities are provided.

- When using the handout titled "Gender Equity Issues in Vocational Education: Action Planning," have the class work in small groups for approximately one hour. Ask each group to report its conclusions to the entire class.

- An excellent resource is *Wisconsin Model for Sex Equity in Career and Vocational Education*, by Barbara A. Bitters and Susan Foxwell. Contact: Publication Sales, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841, (608) 266-2188.

- Other excellent resources: the Project on the Status and Education of Women publishes a series of reports, including: "It's All In What You Ask–Questions For Search Committees To Use," "Evaluating Courses For Inclusion Of New Scholarship On Women," "The Restoration Of Title IX-Implications For Higher Education," and "Relating to Each Other: A Questionnaire for Students." Contact: PSEW/AAC, 1818 R Street, N.W., Washington, DC 20009, (202) 387-1300.

- Allow class time to set the agenda for Unit 5 presentations.

- Note that areas for course expansion are suggested in this unit outline. However, resources covering these areas are not included.

- The date of some resource articles may suggest they should be replaced with more current information. However, a particular article may actually be the best information on the subject at hand or the only information available from our sources.

Overview

GENDER EQUITY AND EDUCATIONAL REFORM

by Myra Sadker, David Sadker and Sharon Steindam

A review of the literature and a survey of practitioners' views show that the reform movement has done little to promote educational equity or close the gender achievement gap.

The glaring omission of equity concerns, particularly the needs of girls in schools, from reform agendas suggest that the movement itself is in need of reform. We recently assessed the state of reform from the perspectives of policy and practice, undertaking a comprehensive review and analysis of professional literature and, at the same time, conducting a nationwide survey to determine the reactions of practicing educators to the reform reports. Here we discuss the major emphasis of our study: the reform treatment of educational equity, with particular focus on the gender achievement gap.

The Silent Treatment

In our study, to obtain a clearer picture of the professional response to the reform movement, we conducted a line-by-line content analysis of each article on reform appearing between January 1983 and January 1987 in nine professional journals, selected for their prominence in the field. (1) We had trained a team of raters to use the content analysis instrument we had designed, subsequently establishing and maintaining inter-rater reliability at 85 percent agreement.

The 138 articles we analyzed contained 68,660 lines, of which approximately 10 percent addressed the broad topic of equity. Sometimes writers concentrated on this issue, but more often equity was only one of several concerns they raised about reform. Authors worried that the movement was elitist, with too much attention paid to the college-bound and too little effort to help less able students meet the new higher standards. Specifically targeted were the detrimental effects of tracking and the negative impact of competency tests on minority teachers.

Only 1 percent of article content pertained to gender equity, and even then it was an afterthought. Typically, phrases such as "gender equity," "sex equity," or "the needs of girls and women" were tagged on to an article whose main focus was a different topic. Except in one article, no author noted the achievement gender gap as measured by the National Assessment of Education Progress, the Scholastic Aptitude Test, or the Graduate Record Exam. Only 1 author out of 183 discussed sex differential treatment in classroom interaction, in athletics, or in the curriculum.

Containing by far the largest number of articles in our study, Phi Delta Kappan was slightly above the equity average with 13 percent of content devoted to the broad issue of equity and 3 percent of this on gender equity. The four articles in Harvard Educational Review gave 30 percent of content to equity. Almost 60 percent of the content of the two articles in Review of Educational Research was on equity, and 7 percent of this was on gender equity. Journals that gave the least attention to equity were the NASSP Bulletin, Educational Leadership, Journal of Teacher Education, Teachers College Record, and The Elementary School Journal.

Women were absent not only from narrative content but from authorship and illustrations as well. Of the total of 183 authors who wrote the 138 articles included in this study, only 38 (21 percent) were female. Of the 685 authors and researchers noted in bibliographic citations, 518 (76 percent) were men.

Sometimes the journals, particularly Phi Delta Kappan and Educational Leadership, attempted to enhance narrative with drawings and photographs. The 157 photographs we examined included 86 males and 71 females. However, only 12 minority group members were depicted in photos. Further, the drawings, products of an illustrator's mind rather than a snapshot of reality, were far more biased than photos: the drawings depicted nearly twice as many males as females. Amazingly, only three minority group members populated these drawings, and none of the three was female.

Thus, we concluded that, in the professional dialogue about education reform, gender equity received the silent treatment.

Voices from the Schools

When we found that fewer than 10 percent of the articles analyzed had been authored by teachers or administrators, we deduced that practicing educators had been relegated to a minor role in improving their field. To determine what practitioners thought, we surveyed their reactions to specific reform recommendations and their impressions of the impact of the movement on daily school practices in general and, in particular, on opportunities for females and minorities.

We targeted teachers and administrators in three national organizations to receive questionnaires: National Education Association, National Association of Elementary School Principals, and National Association of Secondary School Principals. Out of the 537 questionnaires mailed to representatives in every state, 304 (57 percent) were completed and returned.

The majority of the respondents reported that the reform movement had done little to increase the academic achievement of females, with 57 percent seeing no increase in their academic performance and 11 percent believing that it has improved. Nor have minorities benefited, according to 65 percent of the respondents. When asked to rank-order the factors that have promoted educational opportunities for females and minorities, these educators cited civil rights legislation and political action; the reform movement was far less often seen as a beneficial influence.

Gender: Our National Blind Spot

The reform reports and the professional dialogue they have spawned fail to take into account the substantial body of research concerning different educational experiences and outcomes for boys and girls. Consider the following:

> Between 1970 and 1984 the National Assessment of Educational Progress conducted three assessments of reading achievement. While girls continue to outperform boys at the 9-, 14-, and 17-year-old levels, the achievement gap between the sexes has narrowed as girls' performance remains stable and boys continue to

make achievement gains. A 1985 National Assessment of Educational Progress showed that by ages 21-25, males have caught up with females in reading and literacy proficiency (Mullis 1987).

Males outperform females substantially on all subsections of the Scholastic Aptitude Test (SAT) and the American College Testing Program Examination (ACT). The largest gap is in the math section of the SAT followed by the ACT natural science reading, the ACT math usage, and the ACT social studies reading (Dauber 1987).

On the College Board Achievement Tests, which are required for admission to more selected colleges and universities, males outperform females in European history, American history, biology levels 1 and 2, and mathematics (Stanley 1987).

Girls attain only 36 percent of the National Merit Scholarships (more than 6,000) awarded each year. These awards are based on the higher Preliminary Scholastic Aptitude Test (PSAT) scores attained by boys (PEER 1987).

On tests for admission to graduate and professional schools, males outperform females on the Graduate Record Exam (GRE), the Medical College Admissions Test (MCAT), and the Graduate Management Admissions Test (GMAT) (Brody 1987).

Girls encounter sex bias in the classroom as well as on the athletic field (Sadker and Sadker 1985). Report card grades, awarded for compliance as well as achievement, mask much of this educational deficit; but other measures, including standardized tests, highlight the need for gender equity in schools. Girls are the only group who enter school scoring ahead and 12 years later leave school scoring behind. The decline of academic achievement experienced by half our population remains an invisible issue.

The Case for Real Reform

To ensure all America's children a window of opportunity in the nation's classrooms, a reformed movement should address the academic deficits of girls and minorities with the same fervor and finances devoted to resolving academic problems that historically plague boys. Low reading achievement, for example, has been addressed with federal programs and funds; this priority has been especially helpful to boys, who have outnumbered girls in these programs at a ratio of more than five to one. The math and science deficits that so frequently trouble females and minorities should receive similar attention and resources.

Although half of America's classrooms are sex segregated--in classroom seating, work groups, and informal interactions--educators and the public seem unaware of this gender line or of its implications. We know that there are boys' areas and girls' areas of the classroom, but we do not know enough about the impact of this informal gender separation (Sadker and Sadker 1986).

In addition, a contradiction exists between national standardized test scores, where boys outperform girls by the secondary school level, and report card grades, where girls out-perform boys. The contradictory results of these two assessments need to be examined, as well as bias in the standardized test and bias in report card grades.

Girls and minorities are shortchanged in the critical currency of classroom interaction. Teachers from grade school to graduate school ask males more questions, give them more precise feedback, criticize them more, and give them more time to respond. Whether the attention is positive, negative, or neutral, the golden rule of the American classroom is that boys get more (Sadker and Sadker 1986). The inequities in teacher-student interactions are reinforced in the curriculum. Females are less likely to be studied in history and read about in literature; and math and science problems are more likely to be frames in male stereotypic terms. Even the illustrations in most textbooks depict a world populated and shaped mostly by males (Klein 1985).

Nor are these the only national blind spots. Steps toward economic improvement for women and minorities have been slow, and persistent economic differences suggest the need to look more closely at academic and career counseling at school. And school itself presents a model of economic inequity, with too few women and minorities in positions of leadership. The educational medium and message combine to form a subtle pattern that slowly takes an academic and psychological toll.

The present reforms, promulgated with little participation from practicing educators and unresponsive to the majority of the nation's children, are indeed a limited blueprint for education in the 21st century. From the classroom to the workplace, real education reform will require well-informed research, policy, and day-to-day action. As practitioners and policymakers, professors and politicians struggle to reform education reform, equity must take the highest priority.

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(1) Fifty-eight of the articles were published in Phi Delta Kappan, 26 in Educational Leadership, 26 in NASSP [National Association of Secondary School Principals] Bulletin, 8 in Journal of Teacher Education, 5 in The American School Board Journal, 5 in Teachers College Record, 4 in The Elementary School Journal, 4 in Harvard Educational Review, and 2 in Review of Educational Research.

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REFOCUSING FEMALE/MALE ISSUES IN THE WORKPLACE

by Edwin E. Olson

Organization behavior researchers generally do not believe that gender is an important variable in management research (Donnell and Hall, 1980; Schneider, 1985; Bruning and Snyder, 1983; Lacy, et al., 1983; Powell, Posner, Schmidt, 1984). For example Tsui and Gutek (1984) found that women managers were promoted faster and are more satisfied in their jobs than their male counterparts and therefore conclude that gender differences in performance and attitudes may be accounted for by contextual and demographic variables.

Researchers who do encounter male/female issues in management typically describe the problem as ineffective assimilation. Heilman (1983) describes the reluctance of women to accept personal responsibility for failure. When women carry out new work roles, their behaviors are also seen by many men as inappropriate for women. They receive negative evaluations (Haccoun, Sallay, and Haccoun, 1978; Wiley and Eskilson, 1982), and, if they are judged to be too assertive, they are not admired by their peers (Bradley, 19890). Women who do successfully gain entry to initial management ranks still retain a marginal status which keeps many of them from entering top-level positions, largely because they have not acquired a set of appropriate role behaviors or adjusted to the norms and values of the work group (Buono and Kamm, 1983).

In a recent survey of executive recruiters and 73 executive women the recruiters had nominated as the top contenders for positions at the senior vice-president level or higher, Hellwig (1985) found that the women were less optimistic about their progress because of gender barriers at the top. This confirms earlier findings about the difficulty women have in moving into responsible management positions (Stephens and De Nisi, 1980; Taylor and Ilgen, 1981; Harlan and Weiss, 1981). A Fortune article in 1984 concluded that no woman currently has even a chance for a chief executive job.

Contrary to the myth that as the proportion of women in management increases, the resistance to their presence decreases, Harlan and Weiss found that the more women managers there were, the more threatened the men became, and the more the women were subject to sexual harassment. They attribute this behavior to the increased competition which a larger number of women in management represents. Promotion criteria may not be as clear as they used to be and tension and stress arise from the ambiguity about who will get ahead, thus more barriers are erected to women's advancement. Many male supervisors were reluctant to promote women to mid-management slots who are most capable of moving up to top management positions.

> Some supervisors select women who are accommodating and acquiescent instead of the more creative, aggressive, boat-rocking, risk-taking types that senior management looks to for the top management slots. (Weiss, 1981).

It appears that current approaches to the entry and support of women in top management positions are insufficient or misguided. A deeper look at the source of the conflict, the different worlds of men and women, is necessary.

Different Worlds

Women are not able to bring to the workplace the perspectives, values, and behaviors of the female world (Bernard, 1981; Gilligan, 1982). If the structure, culture, and functioning of the female world were better understood, the view of female components as somehow deficient, deviant versions of the male world could be counteracted. The male world is oriented toward dominance and competition, while the female world is based upon nurturing and collectivity; the female world is kin or locale-based in structure with a love and/or duty culture, according to Bernard.

Gilligan makes the empirical observation that women define their identity in the context of relationships and attachments while men describe themselves in terms of individual achievement. While women evaluate themselves according to how responsible and how caring they have been in their relationships, men evaluate their success in terms of their ideas or distinctive activities. McClelland (1975) also has found that in work domains the world of relationships is the focus of attention and concern for women, so when power issues arise, women re more concerned than men with both sides of an interdependent relationship. While men believe a powerful activity is assertion and aggression, women, in contrast, portray acts of nurturance as acts of strength.

Gilligan believes women perceive and construct social reality differently from men and that a woman's integrity is entwined with an ethic of care. A transition to the workplace involves changes in the understanding and activities of care. Work becomes a new locale for establishing relationships, a sense of connection, and new activities of care. For example, Josefowitz (1982) observes that women managers are relatively more accessible to employees and customers.

Gilligan believes that men and women speak different languages that they assume are the same and use similar words to encode disparate experiences of self and social relationships. For example, "success" for a man usually implies achievement of goals; for a woman success often implies recognition by others. The male emphasis is separation; the female emphasis is relational. This perpetuates misunderstandings which impede communication and limits the potential for cooperation and care in relationships.

In the individuation process implied by the model, each person begins the journey in the psychology of their gender and goes in two directions. The adjacent quadrant of masculine or feminine behaviors is easily crossed, but the journey to opposite gender behaviors is through a self-understanding of one's feminine or masculine side (Jung called them the anima and animus). For example, in a recent profile of Rosemary T. McFadden, president of the N. Y. Mercantile Exchange, she is described by her associates and customers as having the "ability to impose order on chaos," "very precise thinker," "funny and quick," "communicates well," "likes a challenge," "always had her door open," "had birthday parties for everyone on the staff" (Johnson, 1985). Given her task accomplishments as measured by profits and systems developed plus the varied style attributes, it appears that McFadden has successfully developed both masculine and feminine behaviors.

The integrative behaviors which are at the center of the model are the kinds of gender roles which Whitmont believes need to be added to the traditional behaviors of the masculine and feminine:

New Gender Roles for Men	*New Gender Roles for Women*
Seek and Discover	Demand and Challenge
Be Attentive and Sensitive	Affirm Standpoint
Respect Autonomy of Women	Mediate Being, Values, Mysteries
Respect Power and Needs Beyond Your Control	Orient and Validate
	Be Able to be Not Caring, Rejecting
Experiment and Play with New Ways of Being and Interacting	Integrate
	Move with Tides of Being and Happening

Application of Model

The model provides a basis for rejecting the notion that either gender must give up its masculinity or femininity to be effective in organizations.

Heilbrun (1979) believes that the price women have had to pay to be accepted in our culture has been too high. They had to be accepted as a man (Hennig & Jardim, 1977) and were required to sacrifice their womanhood, i.e., give up their identity with other women, their pride in other women, their culture, their ability to imagine other women like themselves. Heilbrun believes that there is another choice: To appropriate the male model without giving up the female person. The gender differences model suggests conceptually how this is possible.

In a study of women who entered professions that previously excluded them or limited their numbers, Milwid (1984) discovered that many were questioning their commitment to a life that values "macho" practices (Ciulla, 1985). Because of the male-dominated company cultures, many believe they cannot progress further. This is an example of overvaluing the masculine archetype and behavior.

> Men at the water cooler grew silent when a woman passed. Dinner conversations left her out. Decisions were being made in ways to which she had no access. The impenetrability of the old boys' network was real. Although relationships with male peers were generally comfortable, those with older men, the men with real power, were not (Milwid).

Milwid believes that women bring the psychological baggage of a need to be "nice," to be liked, to value relationships over everything else. Although the women believed they were more honest, more loyal to peers and companies, more willing to admit mistakes, and possessed better social values, these competencies were not valued. This is an example of the devaluation of the feminine archetype and behaviors.

The usefulness of the model can also be seen in understanding the power and control issues among men and women in organizations. My experiences in working with adult men and women in academic organization behavior courses and with middle and senior level managers in workshops focused on interpersonal competence has yielded several hypotheses about power and control:

(1) Men prefer to work in all male groups to avoid competing with each other for the attention of women.

(2) In all-male groups, when asked to deal with the issue of male/female behavior, men are defensive and deal with their discomfort by focusing on sexuality issues.

(3) Women, on the other hand, when asked to deal with the topic in all-female groups generate a great deal of enthusiasm for discussing the issues with the men.

(4) Men question women's commitment to a career and focus on difficulties in dealing with a woman supervisor and the possibility that they will lose their position or power in the organization.

This hypothesis about male fears is consistent with a longitudinal study of MBA students between 1975 and 1983 in which males held consistently negative attitudes toward women as managers, while their female counterparts were consistently positive. Further, the men were significantly more negative than the women were positive (Dubno, 1985). The fact that there has been no significant change is alarming.

(5) Women express their frustration in terms of attachment and relationships--they are concerned about men's perception of them, their acceptance by men and their need to be concerned about those matters.

If these male/female behavioral differences were viewed through a typical power model, they could be explained as, on the one hand, a set of rationalizing, limiting, one-up behaviors on the part of the power-holders designed to preserve their power status, and, on the other hand, a set of coping, ingratiating, one-down behaviors of the powerless.

In terms of the gender differences model, these hypotheses suggest men are acting out of an archetypal concern for maintaining autonomy and being competitive. The women are dealing with the issue through an attachment and relational focus. Both genders are not sufficiently aware of their own anima and animus and the power and potential that is available to them--for women to be able to stand firm for their concerns and not yield to nurturing aspects of the feminine archetype; for men to be attentive and respect the power and needs of the women without yielding to the aspect of the masculine archetype that demands control.

Because of these power and control issues, the integration of men and women in the workplace cannot be in exclusively male or female terms. Only through a joint exploration, experimentation and learning process will we arrive at a new model of the workplace where the contents of the archetypes are integrated and both masculine and feminine behaviors are supported.

Model Compared

To further explore the gender differences model, Figure 2 presents a comparison of the model with an individual-change model described by Kanter (1977) and the structural model she prescribes.

Kanter believes that the masculine and feminine images in organizational roles are not inherent in the nature of the tasks or in the characteristics of men and women. She believes that masculine and feminine images arise in response to the structure of opportunity, the structure of power, and the social composition of peer clusters (numbers). The idea that women are "different" stems from an individual model-thinking that leads women to believe that the problem lies in their own psychology. Kanter is concerned that the women's differences will be seen as deficiencies and will give organizations the excuse to keep things as they are.

The structural model focuses on organization redesign and changes in policies and procedures which limit women's opportunities. Kanter realizes the difficulty of changing the system while men retain control but is hopeful that incremental change will happen through specific redesign of jobs, hours of work, pay schedules, roles, and career opportunities.

The gender differences model suggests that men and women explore their psychological differences and similarities to release both genders from the control of the masculine and the suppression of the feminine. The outcome of this increased contact and experimentation is not easily predicted and involves mutual risks.

Future Research and Experiments

Sex equality in the workplace has been defined as equal treatment of men and women, but the "equal treatment" has been defined according to male values and rules (Law, 1983). Some legal scholars are beginning to argue that if there are important differences based on gender, assimilation into a work world which has been defined by only one sex is inadequate (Freedman, 1983; Law, 1983, 1984; Carrington, 1984; Menkelme, 1984). Research on the legal basis for the gender differences model may provide a basis for the kind of organizational experiments which are necessary.

Basic research on the achievement motive, values research on the meaning of success, measurement of the costs of competitive success, and developing gender strategies which can support one another are needed. A closer look at relationship behavior, including sensitivity, assuming responsibilities for supportive behavior, and gender interdependence would be useful. Gender influencing behaviors and means to empower the other gender rather than using gender stereotypes negatively needs to be better understood. Research on language differences was suggested by Gilligan, particularly gender differences in the meaning of such concepts as "fairness," "rights," responsible."

A promising route for change is through the emerging technology of cultural transformation. Organizations with formal systems and structures to promote sex equity goals which are not achieving these goals likely have a culture which does not support the change. Rituals will need to be developed which allow the participants to confront their culture and redefine relationships--acknowledging what both genders want, developing and playing out a scenario so these wants can be expressed, and defining a new culture in the interaction.

To increase inter-gender contact, Brass (1985) suggests continuing the emphasis on mentors and the formation of workgroups or task forces with balanced numbers of men and women. Obtaining a balance between the forces of the archetypes is like balancing on a

Figure 2

Contrasting Models of Gender Issues

Issue	Individual	Structural (Kanter)	Differences (Olson)
Assumptions about Gender	Women are different	Genders are more alike than different	Many differences are inevitable/ valuable
Locus of Problem	Women's psychology and socialization	Organization policies, procedures, and structure	Strength of feminine archetype is not recognized
Organization/ Individual Interface	Organizations do not mold people	People change to fit the system	Systems constrain behavior; psyche not changed
Men's Contribution to Problem	Individual men blamed for discrimination	Men respond to system pressures & defined roles	Without awareness, men are not supportive of women
Favorite Mode of Change	Self-improvement programs	Organization redesign; policy	Experiment; mutual learning through contact
View about Possibility of change	Hopeful; belief in change in next generation	Pessimistic; difficult to change power positions	Realistic; belief that change is unpredictable
Barriers to Change (Within Model)	Genders compete in struggle for advantage	Changing system seen by males as giving up advantage	Requires risk-raking for uncertain outcome
Practical Strategies	Training/Development Human Relations	Job redesign Flexible hours Revise pay Role changes Career ladder	Integration More contact Change norms Personal growth

high wire--probably impossible for persons who have not sufficiently encountered each archetype. Koester (1982) believes the theme of self-help books for women is, "Successful women managers operate as Machiavellian princesses controlling the impact of their gender in an organizational setting filled with intrigue and innuendo." Successful women are those who balance the negative stereotypes of women, but retain essential femininity, Koester believes.

A more likely successful path would be a fuller exploration of the range of affects and objectivity of the archetypes. Perera (1981) believes that only after the content of the archetype is "felt and claimed can a true soul-met, passionate and individual comradeship be possible between woman and man as equals."

Conclusion

This paper has attempted to enrich our general understanding of archetypal and behavioral patterns which affect the dynamics of male/female relationships n the workplace. Unawareness of these dimensions by both men and women has led to power and control issues which have blocked the entry of women into upper management positions. The interaction of the archetypal and behavioral dimensions suggests many areas for further research and development.

Opening up the learning process in our organizations for both men and women is a major task for organizational leaders.

The men and women who have closely identified with the masculine archetype value being in control more than learning. For some men the reemergence of the Feminine, the intuitive, the intangible is threatening but intriguing. Change is occurring through many vehicles such as the current interest in organizational excellence which has led organizations to experiment with participative, creative, and wholistic designs and behaviors. The behaviors and values of the feminine world is now being valued by some organizations. Workshops which have helped men and women become aware of their vulnerabilities, such as the T-group based laboratories sponsored by the NTL Institute, have demonstrated that both genders can be strong and in control while they express their anima.

The animus and anima generally assert themselves in the individual personality in later stages of life. To develop the emotional and relational skills in male managers earlier so they can express their anima is a challenge for organizations. Most women managers have been working on their skills for expressing their animus but must beware that the do not lose strong contact with their own anima. For many young professionals the co-parenting and home-building process allows for exploration of nurturing and relating. Many organizations unfortunately see this phenomenon as a threat and force both genders to make difficult choices, which, if the family is sacrificed for the firm, probably has long-term negative consequences for the entire system.

In opening organizational cultures, managers need to set out clear expectations of shared responsibility for both genders in the task and relational aspects of work. By building on the strengths in each archetype, the culture will open to learning about the polarities. For example, in an experiment to explore the nature of control in an organization and how it is exercised by both genders, the goal would be learning--not to deliberately change the pattern. If learning does occur through psychological contact between the animus and anima polarities within each person as well as contact between males and females, the control patterns will change. The organizational structures, policies, and procedures then need to be changed to reflect the new ways energy is flowing in the organization.

This paper argues that women cannot and should not give up attachment and relational behaviors; men cannot and should not give up competitive and separative behaviors. Both genders need to experience being effective in what they do well. The problem is that both genders have rejected the strength of the Feminine and are only partially aware of their mutual need to welcome its return.

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Gender-Neutral Language

LANGUAGE FACT SHEET

Research by various linguists, social scientists and educators indicates that for the majority of males and females who participated in their studies, words do make a difference.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as "Man must work in order to eat," and "Around the world, man is happy,"

- a majority of the children interpreted "man" to mean males and not females.

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

- male figures for six of the seven statements when the words "man," "mankind" and "primitive man" were used.
- male figures for a majority of the statements when the words "people" and "human" were used.
- more females than previously for statements when the words "men and women" were used.

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words

- "political man" and "urban man" were used, 64 percent of the students selected all male pictures.
- "political behavior" or "urban life" were used, only 50 percent of the students chose male pictures.

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as

- male 407 times.
- female 53 times.

When high school students were asked to rate their interest in job advertisements written in neutral and varied language.

- females showed no interest in jobs labeled as "frameman" or "lineman," but showed interest in jobs labeled as "framewoman."
- males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed an interest in "telephone operator" jobs when associated with the word "he."

LANGUAGE FACT SHEET (continued)

- male pronouns such as "he" are used to describe science/industrial arts teachers.
- physical properties illustrated in science and industrial arts textbooks are associated with traditional male roles.

A study of 100 **secondary home economics textbooks** published from 1964-74 by 54 companies showed:

- nurturing males zero times and nurturing females 38 times.
- males in the home 52 times and females in the home 199 times.
- males interested in clothes 9 times and females interested in clothes 107 times.
- males interested in nutrition 17 times and females interested in nutrition 60 times.

A study of 10 most popular **children's TV programs** showed:

- good males 67 times and good females 43 times.
- aggressive males 25 times and aggressive females 14 times.
- passive males 25 times and passive females 37 times.
- magical males 4 times and magical females 16 times.

Observations of **TV and magazine advertising** show:

- boys as active and girls as passive.
- men as coming home from work and females as staying home, taking care of children, washing dishes and doing laundry.
- men as good-looking, muscular and athletic and women as sex objects.

ELIMINATING SEXIST LANGUAGE

What is Sexist Language?

Sexism (discrimination by members of one sex against the other, especially by males against females) is built into English. Rules of grammar dictate that we use masculine pronouns (he, his, him, himself) whenever a singular referent is required and we don't know the sex of the person we're talking about. The word "man" in our language denotes both the human species as a whole and those of its members who are male. In fact, words and phrases containing the term "man" are so common as to effectively exclude half of society from consideration:

- one man, one vote
- the man on the street
- our man in the home office
- a man of the people
- workmen's compensation
- the leading man in the field
- the workingman
- congressman, chairman, policeman, fireman, newsman, clergyman, postman, milkman, businessman.

Although one can argue that the use of a masculine pronoun or the word "man" in many contexts is not meant to exclude women, the use of "man" and "he" in the generic sense is likely to be misinterpreted because they are so often used to signify the so-called male qualities specifically. Eliminating the possibility of misinterpretation is certainly a better way of handling this communication problem.

Precision in what we write and edit begins with an awareness of the sex biases that exist in English as it is commonly used. Ideally, sexist words and implications will stand out immediately to the sensitive editor/writer.

Guidelines for Eliminating Sexist Language

Don't use masculine pronouns (he, his, him, himself) generically. Use such a word to refer to a specific man. Instead:

1. Use plural pronouns.

Biased:	A student is responsible for his own schedule.
Recast:	Students are responsible for their own schedules.

2. Rewrite the sentence to eliminate pronouns.

Biased:	A business executive plans his speeches carefully as he knows his words will be carefully noted by subordinates.
Recast:	A business executive plans speeches carefully, knowing they will be carefully noted by subordinates.

3. Use the genderless "one," "person," and "individual."

Biased:	A summer intern is enthusiastic. He appreciates the importance of work experience.
Recast:	A summer intern is enthusiastic, a person who appreciates the importance of work experience.

4. Use the indefinite article "the" when a possessive pronoun is needed.

Biased:	An employee regards his performance review with some trepidation.
Recast:	An employee regards the preliminary exams with some trepidation.

5. When a pronoun is required, use the all-inclusive "he or she" or "her or him." When you use this construction, use the alphabetic arrangement.

Biased:	A public servant has a large responsibility to his constituents. He must keep himself fully informed.
Recast:	A public servant has a large responsibility to constituents. He or she must keep fully informed.

Wherever possible, use substitutions for words that begin or end with "man."

chairman	chairperson, chair, presiding officer, head
manpower	workforce, workers, employees, human power, human energy
workman	worker
businessman	business person, business executive, business manager
real estate man	realtor, real estate agent
insurance man	insurance agent
statesman	leader, public servant
mankind	humanity, human race, human beings, people
salesman	salesperson, sales worker, sales representative, sales clerk
congressman	member of Congress, representative
foreman	supervisor
craftsman	craftsperson
fireman	firefighter
mailman	mail carrier, letter carrier
cameraman	camera operator
man	humans, persons, people

Omit the use of the word "girl." Many women and men find this term offensive. Call females over the age of 18 "women," not "girls," "gals," or "ladies." (The definition of "girl" is a female child. One possibility for eliminating problems with this term is to use, for teenagers, the terms "young woman" and "young man" to suggest a continuum.)

Use parallel terms for women and men. Use "men and women," "ladies and gentlemen," "girls and boys," "husband and wife" (not "man and wife"). Use "ladies" only when men are being referred to as "gentlemen." And don't call women "wives" and "mothers" unless you are calling men "husbands" and "fathers."

Refer to women by name in the same way that you refer to men. Call both by their full names, by first or last name only, or by title. Preferred University style is to use a person's full name for the first reference and the person's last name in later references.

Don't refer to women in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Be especially careful to avoid unnecessary references to or emphasis on a woman's marital status.

Do not use "coed" to describe a woman. The terms stand for "coeducation," not for "female." Persons who attend schools are "students."

Avoid using "feminine" or "woman" as modifiers. Saying a person is a "woman lawyer" or a "woman tennis player" implies that she is an exception to the rule. The same applies to terms like "male nurse" and "career girl." The "feminine logic" illustrates the most negatively sexist use of the modifier tactic since it implies lack of logic. Similarly, avoid the use of sexist terms like "mannish," "womanish," and "effeminate" and the use of trivializing terms like "poetess," "usherette," and "libber."

Eliminate gratuitous physical description. If you wouldn't write "Slim, attractive John Smith told students today . . ." don't write "Slim, attractive Jane Smith told students today . . ." In feature writing, of course, physical descriptions are often essential, but be careful to avoid stereotypical descriptions. Rather, describe those characteristics or mannerisms that make your subject a unique individual.

Omit salutations in correspondence when in doubt. When you have no knowledge of who will receive a letter, use no salutation rather than "Dear Sir" or "Gentlemen." (Another possibility is to use "Dear People" or "Gentleperson.")

This quick guide to eliminating sexist language was developed by Marvin Schrader, Curriculum Coordinator, Lakeshore Technical Institute, Cleveland, WI. We have adapted the guide with thanks and acknowledgements.

ACHIEVING SEX EQUITY THROUGH SEX FAIR LANGUAGE

Introduction

Sexism, or sex bias, is defined by the National Council of Teachers of English as "words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Originally used to refer to practices that discriminated against women, the term now includes any usage that unfairly delimits the aspirations or attributes of either sex."

In written and verbal communications, sex bias can be manifested in language patterns, in the exclusion or omission of females and their concerns, and in the sexist portrayal of roles and traits for both men and women. Sex fair communications, on the other hand, do not assign roles or characteristics on the basis of a person's being female or male. Sex fair communications have the potential of opening rather than limiting possibilities for men and women.

With this understanding, the importance of creating sex fair communications and eliminating the subtle tyranny of sex bias becomes more urgent. The Language Guidelines that follow will help you reject sexist content, internalize sex fair values and communicate without bias.

Language

The language we use influences our perception of reality and reflects the structure of our society. One means of changing and improving the perceptions we have of ourselves and of others is to expunge biased terminology from all communications.

1. *Generic He/Generic She*

Use language that encompasses both sexes:

1. Use *he and she, her and his.*
2. Use nongender reference *you, student and person.*
3. Use plurals *they, students and people.*
4. Use articles rather than personal pronouns *a, an, the.*
5. Use passive voice for verbs. (This should be used sparingly.)
6. Omit pronouns.

Sex Biased	"This set consists of the three variables that pertain to the expectations and aspirations that a student and his parents have for his schooling."
Sex Fair	This set consists of the three variables that pertain to the expectations and aspirations that students and their parents have for schooling.
Sex Biased	"The person who cannot read places himself in a lesser orbit of the stream of life. He will go to great lengths to hide the inability to read."
Sex Fair	The person who cannot read is placed in a lesser orbit of the stream of life. He or she will go to great lengths to hide the inability to read.

Sex Biased An illustration of a male teacher is accompanied by the following caption: "Teacher can encourage the children to express themselves in words by talking about her own feelings and experiences."

Sex Fair The above quotation is sex biased because of the use of generic *she* for teacher. This is an opportunity to use *he* or *she*.

To use the generic *he* with certain referents (e.g. worker) and the generic *she* for others (e.g. teacher) is exclusionary. It perpetuates sex stereotyping and thus encourages biased attitudes.

2. *Universal "Man"*

Use a universal or neutral term instead of *man*.

Sex Biased "Cooking of food was discovered accidentally by caveman."

Sex Fair Cooking of food was discovered accidentally by cave dwellers.

Sex Biased "A Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education."

Sex Fair A Manual for Budgeting and Accounting for Human Resources in Postsecondary Education.

In the English language the word *man* has come to have two meanings: "adult male" and "human being." The effect of this usage is to exclude or overlook women.

3. *"Man" First*

Interchange the use of *men and women, he and she* **with** *women and men, she and he.* **Do not maintain the female first only when the reference is to a stereotypical female occupation.**

Sex Biased When communications refer to both sexes, the terms *he or she, men and women, boys and girls* are commonly used.

Varied use of female and male primary references offers a more egalitarian approach to communications.

4. *Inconsistency*

To avoid inconsistency, be rigorous in your attention to language. A disclaimer that *he* **means** *he or she* **should not be made.**

Sex Biased "Any initial frustration is more than offset by his progress as he or she becomes more self-assured."

Sex Fair Any initial frustration is more than offset by the child's progress as he or she becomes more self-assured.

or

Any initial frustration is more than offset by their progress as they become more self-assured.

The terminology of a communication, whether oral or written, may begin with equal treatment of the sexes, then slip into sexist phraseology or predictable stereotypes.

5. *Derogatory and Demeaning Usage*

Do not use derogatory and demeaning references; they are unacceptable.

Sex Biased After giving some examples of how some vocational educational materials treat the subject of women, a speaker stated, "Getting back to a more serious vein . . ." and went on to talk about the problems, challenges, and opportunities now facing vocational education or looming on the horizon."

Sex Fair The remark implying that sex equity is not a serious concern should have been eliminated. Including sex discrimination as a problem, challenge and opportunity in vocational education would ensure that this communication is sex fair.

Characterizing females as silly, vain and flighty is erroneous and belittling. These traits can apply to many people at different times and should not be stereotypically assigned to females.

Omissions

Omitting discussion of women's activities and achievements from communications shortchanges everyone. Females constitute over half the population, and information about their contributions and expertise should be given so that people of both sexes can benefit. Inclusion of women in every aspect of education promotes sex equality.

1. *Equal Representation*

Represent girls and women in equal numbers to boys and men in all situations, including subject matter, illustrations, quotation, bibliographic sources, participants, data analyses, speakers, voices on audio-visual materials, and dissemination strategies.

Sex Biased A speech contained the following quotes: "Will Rogers once said . . ." "And Edmund Burke tells us . . ." "Thomas Henry Huxley once said . . ." ". . . from Elbert Hubbard."

Sex Fair It is important to use quotations from women as well.

Women and girls represent over half the population. Their contributions, activities must be made visible. Token representation is not sufficient to dismiss this obligation.

2. *Lost Opportunity*

Whatever the concern of the communication--whether program information, ethnicity, or any other topic--create the opportunity to deal with sex bias and issues relating to the changing roles of females and males.

Sex Biased	A resource book describing 155 exemplary educational programs developed by local school districts with the aid of Federal funds totally ignores the issues of sex bias and sex stereotyping.
Sex Fair	The compilation of exemplary programs should have included programs which deal with the issue of sex bias if, indeed, some of the programs did deal with this issue. A description of the relevant activities should have been included.

The subjects of sex bias and the changing roles of males and females are usually ignored. Confronting these issues would improve and complete the communication as well as promote sex fairness.

3. *Disregard of Problem Identified*

Whenever situations or differences between the sexes are acknowledged, treat the identified problem thoroughly. In addition, the subjects of women and racial/ethnic minorities should be treated separately.

Sex Biased	A report of educational progress states," . . . males and females at age 9 show scholastic understanding that is fairly equal. By age 13, however, females have begun a decline and into adulthood." Although the report recommends thirty areas for further research, the area of declining female achievement is not included.
Sex Fair	Because the decline in the test scores of females was identified as a problem, a recommendation should have been made to investigate the causes.
Sex Biased	The following statement was made about educational equity research and development programs: "Equality of educational opportunity is denied many students because of their language or ethnic background, sex, or economic status." The report then describes support for projects such as "improving teacher practices and curricular materials for culturally and linguistically different students, and determining how educational programs for high school students can be made sensitive to cultural-linguistic differences in style of learning and expression."
Sex Fair	Since denial of equal educational opportunity because of sex is recognized as a problem, the report should discuss activities and funding required to alleviate it.

The issue of equal educational opportunity for females is often identified but rarely treated in detail. Frequently, after an initial reference to the issue, it is glossed over or ignored entirely. Furthermore, although some aspects of the problems facing women are also relevant to minorities, they are distinct problems with their own solutions. Even if they are mentioned together, they should be dealt with separately.

Roles and Traits

Stereotypical roles and traits are often assigned on the basis of sex. This restriction is stultifying to both females and males. It is necessary to provide particular encouragement and support to those who depart from traditional sex roles. Making varied role models more visible will also assist in achieving sex fairness.

1. *Family/Parenting*

When portraying family and parenting roles in any context, assign examples of males and females to every aspect of each role. Include examples which have been considered nontraditional, so that both sexes are shown with a wide range of options.

Sex Biased	"For example, mother or an older sister who works might spend the night at the Demitri home with a younger babysitter."
Sex Fair	"Mother or father," "older sister or brother" could easily be substituted to make this communication sex fair. The stereotypical assumption that females are the only ones available to baby-sit is invalid.

It is often assumed that women are solely responsible for the care of the home and children and that men are the "breadwinners." These stereotypes are confining and inequitable role models illustrate and encourage a wider range of options.

2. *Occupational Roles and Career Preparation*

Depict a wide variety of occupations for both sexes, paying particular attention to nontraditional representations. In materials referring to students and career preparation, represent all careers as appropriate to either sex.

Sex Biased	"Girls begin to consider the retailing possibilities for the items they make in sewing classes. Boys begin to understand that a good deal of mathematics is required to sell cars or houses."
Sex Fair	Boys and girls begin to consider the retailing possibilities for the items they make in sewing classes. They also begin to understand that a good deal of mathematics is required to sell cars or houses.

Men and women today work in an ever-widening variety of jobs. To ignore this reality perpetuates the myth that certain occupations are suited to only one sex. Girls and boys both must be prepared to work in their adult lives, and both need options, guidance and encouragement to choose fields of work and study that best suit their interests, qualifications and ability.

3. *Historical/Biographical*

Acknowledge the presence, activities and accomplishments of women in history by including them in all historical references. The goal is an equal citation of males and females in historical/biographical references.

Sex Biased The activities and accomplishments of seven men were depicted in a magazine over the course of a year. There were no comparable stories about women."

Sex Fair Search out historical/biographical information about the activities and achievements of females. Make every effort to include women in all communications.

History has been distorted by the almost total exclusion of half the people. Information on women's roles in history is available today. Using it will result in a more comprehensive and sex fair presentation.

4. *Emotional and Character Traits*

Assign a variety and balance of emotional and character traits to both sexes. Negative and positive traits should be presented as appropriate for the situation rather than the sex.

Sex Biased "He also believes that if he tries to get ahead he will not encounter obstacles, and that with a good education he will have no difficulty getting a job. He would not sacrifice everything to get ahead, and would not want to change himself."

Sex Fair The inclusion of females in this description of character traits and aspirations would promote a sex fair communication.

Human beings are capable of a wide range of desirable and undesirable emotional and character traits. Stereotypical thinking leads to differential labeling of traits for each sex, e.g., "aggressive" for males, "pushy" for females. Certain traits have been considered acceptable for one sex and unacceptable for the other.

5. *Physical Attributes and Personal Appearance*

Describe the physical attributes and personal appearance of males and females without judgments about what is "proper."

Sex Biased "The impression projected to the community by the medical assistant should be that of a poised professional person. 1) Her make-up should convey an impression of natural good looks. Make-up should be used with taste and discretion.

Sex Fair The impression projected to the community by the medical assistant should be that of a capable professional person. 1) He or she should present a neat appearance.

ACHIEVING SEX EQUITY THROUGH SEX FAIR LANGUAGE (page seven)

Society assigns certain physical characteristics as proper to each sex, and people who do not fit accepted patterns are stigmatized by this stereotyping. Females are frequently described in terms of their physical appearance, while males are described in terms of their accomplishments or character.

Graphics/Audio-Visual

Graphics often give the first impression of the material, setting the stage for the accompanying text. Thus, they may have a powerful influence. Graphics offer an opportunity to illustrate role reversal and to break out of the stereotypical portrayal.

1. *Numerical Imbalance*

Make sure that the number of illustrations in a publication or an audio-visual presentation are balanced between the sexes.

The graphics of a written or audio-visual communication will be relevant and fair only if they include both sexes.

2. *Stereotyped Portrayal*

Depict a variety of roles, traits and activities for each sex. Show role reversal and nontraditional representations.

People of both sexes exhibit a wide range of roles, traits and activities. The graphics will be more relevant if this range is indicated. Exclusive use of traditional stereotypes is unrealistic and discriminatory. It reduces the acceptability of the communications.

3. *Derogatory Portrayal*

Avoid cartoons and illustrations which are demeaning.

It is unacceptable to demean racial/ethnic minorities, and it is equally unacceptable to demean females. It is unnecessary to insult anyone to make a point.

4. *Sex Segregation*

Represent both sexes in illustrations. Wherever possible, assure that portrayals of groups include both female and males.

Segregation of groups by sex limits relationships, perpetuates difference, promotes isolation and creates distorted views of what is permissible.

Guidelines to Ensure Sex Fairness in Education Division Communications and Products prepared by Women, Words and Images, Inc., for the National Advisory Council on Women's Educational Programs.

GENDER COMMUNICATIONS QUIZ

How much do you know about how men and women communicate? If you think a statement is an accurate description of communication patterns, mark it true. If you think it's not, mark it false.

T F

1. Men talk more than women. ___ ___
2. Men are more likely to interrupt women than to interrupt other men. ___ ___
3. There are approximately ten times as many sexual terms for males as for females in the English language. ___ ___
4. During conversations, women spend more time gazing at their partner than men do. ___ ___
5. Nonverbal messages carry more weight than verbal messages. ___ ___
6. Female managers communicate with more emotional openness and drama than male managers. ___ ___
7. Men not only control the content of conversations, they also work harder in keeping conversations going. ___ ___
8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes. ___ ___
9. Women are more likely to touch others than men are. ___ ___
10. In classroom communications, male students receive more reprimands and criticism than female students. ___ ___
11. Women are more likely than men to disclose information on intimate personal concerns. ___ ___
12. Female speakers are more animated in their style than are males. ___ ___
13. Women use less personal space than men. ___ ___
14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation. ___ ___
15. In general, women speak in a more tentative style than do men. ___ ___
16. Women are more likely to answer questions that are not addressed to them. ___ ___
17. There is widespread sex segregation in schools, and it hinders effective classroom communication. ___ ___
18. Female managers are seen by both male and female subordinates as better communicators than male managers. ___ ___
19. In classroom communications, teachers are more likely to give verbal praise to female than to male students. ___ ___
20. In general, men smile more often than women. ___ ___

Answers to Gender Communications Quotient Quiz

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. False

Scoring

18 to 20 Correct. Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for yourself and for those around you?

16 to 17 Correct. You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct. Like most people, you've picked up some information about how people communicate--but you're missing a lot, too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures, and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct. You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look, and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics and the gender gap.

Explanations of the Answers

1. **True.** Despite the stereotype, the research is consistent and clear. In classrooms, in offices, in group discussions, in two-person conversations, men talk more than their fair share of the time. For example, in one experiment male and female

subjects were asked to verbally describe pictures and engravings. The women's average description was approximately three minutes. For a man, the average time was 13 minutes.

2. **True**. When women talk with other women, interruptions are evenly distributed. When men talk with other men, interruptions are evenly distributed. However, when men and women talk with one another, almost all interruptions are by male speakers. Sociologists Candace West and Donald Zimmerman analyzed conversations in university settings both on and off campus. They found that males interrupt females much more often than they interrupt other males and more often than females interrupt either males or females. These sociologists think that interrupting is a way of exercising power. They say, "Here we are dealing with a class of speakers, females, whose right to speak appears to be casually infringed upon by males."

3. **False**. According to one research study 22 sexual terms were identified as describing men while 220 sexual terms applied to women. Further, most of the terms that label women as sexual beings tend to denigrate or trivialize them. Women often are compared to plants (clinging vine, shrinking violet), animals (chick, hog, cow, pig) and foods (*honey, cookie, dish, sweetie).

4. **True**. Many studies--with subjects ranging from infants to the elderly--have shown that women are more likely than men to gaze at their partner. One reason may be that men talk more and women listen more. Research shows a listener of either sex looks more at a speaker than the speaker looks at the listener. Another possible reason why women gaze more frequently at a partner may be their need for and expertise in decoding nonverbal cues. However, in a direct staring confrontation women will be more likely to avert their eyes, especially when stared at by men. Frequently, a woman will tilt her head back rather than look directly at a man. Researchers call this a "presenting" gesture that reflects friendliness and submission.

5. **True**. Nonverbal messages carry over four times the weight of verbal messages. Other research shows that in most two-person conversations nonverbal messages convey more than 65 percent of the meaning. Women seem to communicate more effectively on this nonverbal channel. They are better than men at decoding nonverbal cues. They are also more likely to reflect their feelings through facial expression.

6. **False**. Research conducted at a midwest hospital and in the clerical departments and production lines of manufacturing firms shows that both female and male managers score higher than the general population in communicating friendliness and approval to subordinates. Further, women managers are no more emotionally open or dramatic than their male counterparts. Both sexes appear to feel that managers should not demonstrate these characteristics. However, there were some communication differences. Male managers were more dominant in style and more likely to direct the content and flow of the conversation.

7. **False**. While men do exert power and authority in controlling the course of conversations, women exert more effort in maintaining communication. Sociologist Pamela Fishman placed tape recorders in homes of couples who described themselves as free of traditional sex role stereotypes. Fishman recorded over 50 hours of conversations that occurred naturally. Over 96 percent of the topics men introduced were developed in conversations.

Only 36 percent of the topics women introduced were similarly developed. Women asked more questions and were more willing to develop a topic introduced by men. In contrast, men "killed" conversational topics that women introduced by giving a minimal response, such as "um," and failing to ask questions or make more extended comments about the topic. In studies of mock jury deliberations, it has been found that women are more likely to make understanding and supportive comments.

8. **False.** Terms such as "mankind," "man," and "he" are supposed to be generic and are presumed to include both men and women. Research shows that this isn't really the case. People are more literal in their thinking. Studies with elementary, secondary, and college students show that when the supposed generic term, "man," is used people envision males, even when the content implies both men and women. In another study, students illustrated supposedly generic references (e.g., urban man) with male pictures more than they did when the references were neutral (e.g., urban life). Other researchers found that when male generic nouns and pronouns were used to describe the job of psychologist, female students described the job as less attractive to them than when sex neutral terms were used. Women who were exposed to the feminine generic (she to include everybody) reported feelings of pride, importance and power. And yet another researcher reports than when an applicant for an executive position was described as a girl, subjects rated her as less "tough," "mature," "brilliant," and "dignified," and they gave her approximately $6000 less in salary than when the word "woman" was used.

9. **False.** In fact, just the opposite is true. Throughout their lives women are more likely to be touched than men. The touching of women by men--guiding them through the door, assisting them with coats, helping them into cars--happens so frequently that it goes virtually unnoticed. Nancy Henley studied couples in a variety of outdoor settings and found that men touch women far more than the reverse. While many would describe this touching as indication of warmth and intimacy or even as a sexual overture, Henley believes that it is nonverbal display of power.

10. **True.** The research is very consistent on this issue. From preschool through high school, male students are more likely than female students to be reprimanded for misbehavior. Some studies say they are eight to ten times as likely to be scolded. Sometimes they get reprimanded more because they are misbehaving more. But, other studies show that when female and males are misbehaving equally, the males are still more likely to get scolded and receive harsher penalties.

11. **True.** There is some inconsistency in the research here, but most studies show that women are more likely to reveal personal information about themselves. This pattern may reflect differences in power or status between males and females. For example, in work situations subordinates tend to reveal more personal information about themselves to their superiors than their superiors reveal to them. The more power a person has, the more personal information he or she is likely to receive.

12. **True.** Female speakers display more animated behavior including amount and intensity of eye contact, gestures, facial expressions, and body movement. Further, they are more likely to use a wider range of pitch and more variable intonations than male speakers. However, men appear to be more dramatic in their verbal behavior. They are more likely to tell anecdotes and jokes.

13. **True.** Women's space is far more likely to be intruded on by others. Women are approached more closely than men by both women and men. When women and men approach each other on the street, women are more likely to walk around men or move out of their way. In homes, men are more likely to have their room, study or den--an inviolate area where nothing is to be touched. Women also use space in a more confining way. While men are more likely t sit with arms and legs apart, women cross legs or ankles and sit with hands in their laps, taking up far less space. This reduced control of space or territory is characteristic of those with less power and status.

14. **True.** Both female and male members of audiences pay more attention to male speakers than female speakers. Audience members recall more information from presentations given by males. This appears to occur whether the information is stereotyped as appropriate for males or stereotyped as associated with females. And it occurs even when male and female speakers make an identical presentation.

15. **True.** According to linguist Robin Lakoff, "women's language" is characterized by certain patterns:

    - making statements that end in a questioning intonation or putting tag questions at the end of declarative sentences (This is a good movie, isn't it?)
    - using qualifiers such as "kind of" or "I guess"
    - excessively polite speech
    - use of "empty adjectives" (divine or lovely) and use of "so" with adjectives (so thoughtful)

    While not all studies support Lakoff's notion of women's speech, several show that women do express themselves with more diffidence and less assertion than men. Many researchers claim that tentative speech patterns do not characterize the speech of women so much as they characterize the speech of those who lack power. For example, one group of researchers analyzed communication in a police station. They found that both male and female clients who came to the station were more likely to use "women's language" than were either male or female police personnel. There are consequences to using "women's language." Both men and women who speak in a tentative, non-assertive style are less likely to be believed by a jury. In fact, only recently has the British Broadcasting Corporation (BBC) allowed women to read the news over the air because they were perceived to lack credibility or authority.

16. **False.** Men manage to capture more than their fair share of talk time. Sometimes women actually help men gain this advantage because they are more likely to ask questions while men are more likely to give answers. However, men often take this advantage for themselves by interrupting women and by answering questions that are not addressed to them.

17. **True.** When people hear the word "segregation," they usually think about racial discrimination. Sex segregation may happen in more subtle ways, but it is widespread. Teachers, or students themselves, frequently form separate boy and girl lines, seating arrangements, work groups, play areas, and even science lab work

teams. Even college classrooms display sex segregation in student seating arrangements. Children cross racial lines more often than sex lines in classroom communication. Some researchers have found that students are often unwilling to work together on science projects. However, teachers can encourage boys and girls to play and work together simply by praising children engaged in cross sex interaction. An important implication of the research is that when girls and boys work and play together, they are less likely to hold stereotyped attitudes.

18. **True.** Despite the stereotypes, when employees work for a female supervisor, they vote their approval. Female managers are seen as giving more attention to subordinates, as more open to new ideas, and as more supportive of worker effort than male managers. Both female and male subordinates report that morale and job satisfaction are higher when supervised by women. Others report that women are more dependable, show greater concern and pay better attention to detail. Research on female managers in the business world is related to research in elementary schools. Studies on elementary schools with female principals show that these schools are warmer, more democratic, are characterized by higher student achievement and higher pupil and parental satisfaction.

19. **False.** Although girls get better grades than boys, they receive less verbal praise from teachers. When girls do get praise from teachers, it is likely to be for neatness and appearance. ("That's an attractive paper." "You have very neat handwriting.") In contrast, when boys get praise, it is more likely to be for the intellectual quality of their ideas. Not only do teachers praise boys more, but they also criticize them more, ask them more questions, and give them more attention in general.

20. **False.** Women are far more likely to smile than men. They do this in many different social situations even though they are not necessarily happy or amused. In one field study researchers smiled at approximately 150 males and 150 females in public. In general, women returned the smiles more often than men. Women returned the smiles to men 93 percent of the time and to other women 86 percent of the time. Males smiled back at women 67 percent of the time, and they returned smiles to men 58 percent of the time. The researchers concluded that women give more than they get in this smiling exchange. "Women are exploited by men--they give 93 percent of the time but receive in return only 67 percent." Some writers claim that this pattern of frequent smiling is really a gesture of submission. Feminist Shulamith Firestone has called the smile a "badge of appeasement...the child/woman equivalent of the shuffle."

From Myra Sadker and Joyce Kaser, The Communications Gender Gap, Mid-Atlantic Center for Sex Equity, 5010 Wisconsin Avenue, N.W., Suite 308, Washington, DC 20016, 1984.

EXPANDING LANGUAGE

Directions: Rewrite the following items to be examples of bias free communication.

1. Chairman
2. Congresswoman
3. Fireman
4. Everyone should turn in his report.
5. Every nurse should turn in her report.
6. Man and his world.
7. Mr. Mc Allister runs the garage in partnership with his wife, a striking blonde who mans the pump.
8. The pioneers headed west, taking their wives and children to unknown territory.
9. Poetess
10. Man-sized job
11. Old maidish
12. Sissy
13. I'll have my girl xerox this for you.
14. Dear Sir:
15. John Jones and Miss Harriet Hopkins organized the fund drive.
16. Mrs. Ricardo Rodriquez
17. Henpecked
18. Your better half
19. The lady plumber did a surprisingly good job.
20. The students roared when the football team came running out on the court during awards night with their jerseys stuffed with forty inch bosoms. (Actual quotation from a textbook!)

EXPANDING LANGUAGE (page two)

1. *Chairman, chairwoman, chairperson,* may all be acceptable.

   "-person" should be used if the gender is unknown. "We will elect a chairperson." Some people prefer it to be the universal term, others prefer to use chairman or chairwoman when the gender is known. Both allow for expanded images if the usage is consistent. Look out for the pitfall of calling men "men" and women "persons": "Mister Chairman" but "Madam Chairperson." It is perfectly respectable to be female: "Madam Chairwoman.: Some prefer to avoid the entire issue "Madam/Mister Chair."

2. *Congresswoman, Congressperson,* or *Representative.* See above.

3. *Firefighter.* This word illustrates the importance of playing with words until you find something you are willing to say, rather than simply substituting "person" for man. No one could bear "fireperson"! Also, the expanded word is often stronger and clearer - "fighter" is more graphic and more specific than "man."

   Other examples which could easily become a language exercise for students: police *officer*, mail *carrier*, business *executive*, sales *clerk*, or *agent*. In all cases if there is some reason to specify gender, it may be acceptable. "The YWCA will honor the businesswomen of the community."

4. *His or her* report. *Her or his* report. *The* report or, *a* report. *Their* report. Or recast the sentence. *"All students should turn in their reports." All reports are due . . ."*

   Our predictions for the future: "They" in the singular will become accepted, as the editorial "we," is already used to be impersonal. (The use of "you" in the singular is so common that "thee" has become archaic.)

5. *His or her report*, with above solutions also acceptable. It is possible by heavy use of the plural and by avoiding pronouns to write entirely neutrally. Neutral writing does not discriminate but it does nothing to make an affirmative statement. In any situation where one gender might be assumed to dominate, specifying both at least once is more expansive. "Every nurse should turn in his or her report."

6. *Humanity . . . their, People . . . their.* This usage gives a distorted view of history and what society is and was really like.

7. Have fun with this one! Principles to look out for: the partners should have *equal power* and *comparable physical descriptions*, and Ms. Mc Allister will have to do something else to those pumps!

8. *Pioneer families*, or *pioneer men and women*. This usage lumps the women and children in with the baggage.

9. *Poet.* -ess, -ette, -enne endings imply that the woman is smaller or a special case. Other examples: usherette, stewardess, Jewess, aviatrix, comedienne. Two usages, actress and waitress, are generally accepted as being fairly comparable to actor and waiter.

10. *Big* job, *important* job. If the remark is being made to a girl, "*woman-sized job,*" to expand her recognition that women are competent adults. If the remark is being made to a boy, praising his adult efforts, it may be OK as is.

11. *Fussy? prim? cautious?* What is really meant by old maidish? You may discover that the people in your group have many different meanings, showing that the phrase not only demeans unmarried women, it is also unclear. Married women and men of all descriptions are also capable of being fussy, prim or cautious.

12. *Cowardly? Effeminate? Afraid of getting dirty?* The comments in #11 apply here too. The history of this word is interesting. In times past, it was more customary than now to call people by relationships: "Cousin Mason." "Sissy" was baby talk for "Sister." The short term for "Brother" was "Buddy." Look at what happened to those originally parallel terms - they are now the greatest insult and the greatest compliment.

13. *Secretary, assistant* or whatever she is. We have all heard of rigorous events which "separate the men from the boys" but has anyone ever said "separate the women from the girls?" Our culture doesn't. It is "flattering" for a woman to be called a girl, implying it would somehow be better if she were 17 and pattable than 47 and competent. "Girl" should be used only on those occasions when "boy" would be used for men. "A night out with the . . . ."

14. *Dear Sir or Madam* is the old-fashioned correct term. It is now common to address a title or function: *Dear Editor, Teacher, Colleague,* or *Friend*. Sometimes Dear *Gentlepeople* has graced letters that come to our office!

15. *John Jones and Harriet Hopkins*, or *Mr. John Jones and Miss Harriet Hopkins*, or *John and Harriet*. Courtesy titles should have parallel usage. It is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."

16. *Ms. Maria Rodriquez, Mrs. Maria Rodriquez*, or *correct as it stands*, depending on her preference. Incorrect is Ms. Ricardo Rodriquez unless the woman's name is Ricardo. The objection to Mrs. Ricardo Rodriquez is that the woman loses her identity. There is also the practical problem that Mrs. Ricardo Rodriquez may be a different person next year. Some women are choosing to retain their family name when they marry, either hyphenated with their husband's name or standing alone.

17. *Pushed around? Dominated?* The word has an additional untranslatable implication that it is much worse to be dominated by a woman than by man. *An additional exercise*: make a list of all the words that insult men and that insult women. (You will have to be uninhibited; many are unprintable.) Henpecked, bastard, sissy, s.o.b. . . . Broad, chick, dog. . . . Which list is longer? Which the more unprintable? How many of the male insults actually referred to their relationship with a woman or to a woman in their life? How many female insults were sexual or compared them to animals or things? In fact, the language tortures a woman's sexuality so badly that it is difficult to describe her sexual nature without prejudicing her person.

18. *Your wife.* This word illustrates the paradox that women, though treated as inferior to men, are supposed to be superior at the same time, a situation guaranteed to produce resentment on both sides. It is part of the whole problem of the pedestal. ("Who wants to spend her life on a fancy shelf?")

19. *The plumber did a good job.* If for some reason it is essential to specify her gender, call her a woman. We wouldn't say "Gentlemen nurse." Inappropriate use for the word "lady" is another manifestation of the pedestal problem.

20. There are only two ways to handle this one: omit it entirely, or provide a parallel sentence, such as one about a girls' team running out with their shorts stuffed with 14 inch penises. Most people will find the second suggestion obscene in print, but your small groups may get some giggles as they grapple with this sentence. The point is that *women's bodies are public property, freely discussed.* Also, we find humor in disguising high status people (men) as low status people (women). The reverse is shocking rather than humorous, because *men's bodies are private, not to be laughed at*, and because women parodying men would be seen by some to be *raising* their status. Most of us would probably agree that neither sentence belongs in a text book.

Your group may well come up with other words or phrases they've had trouble with. If so, let the group brainstorm on finding graceful and acceptable solutions.

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Policies and Procedures

INFORMATION SHEET ON GENDER EQUITY

FOR ADMINISTRATORS

As educators responsible for preparing the next generation, it is imperative that we monitor and analyze the social and economic changes in the lives of women and men in our society. We must help students prepare for a future characterized by change in the economy, the world of work, and in society.

Females need to know that:

Whether or not they marry and have children, they probably will work for pay outside the home for a large part of their lives (30 years on average).

They will need to support themselves and their families.

Unless they carefully prepare for paid work, they are more likely than males to be limited to low-paying jobs that provide little opportunity for advancement, or they are more likely to be poor and dependent on social service programs.

Males need to know that:

If they marry, they likely will not be the only person in the family who works for pay outside the home.

They are likely to share responsibilities in the home for meals, household management, and caring for children.

Sharing work inside and outside the home offers males the opportunity to assume greater career risks, to work in areas that once were stereotyped as appropriate only for females, to enjoy children, to share economic responsibilities, and to develop a partnership with a spouse.

All students need to know that:

Traditional ideas about work, leadership, and social roles based on gender are unrealistic and are changing; both females and males can assume nearly any role if given adequate preparation and opportunity.

Female and male students should investigate a wide range of opportunities available and should prepare for careers.

It is their right to receive fair consideration and treatment in school and in employment.

School administrators can promote equity in several ways. They can:

- recognize equity as an important issue and actively plan for it;
- develop and implement gender-equitable policies;
- plan for and support staff development activities related to equity; and

- establish a school climate that promotes excellence in education, including equity for staff, students, parents, and community.

Administrators can use the following strategies to promote gender equity at the district and school level:

1. Identify what already has been done to promote equity in the district and built on those activities.
2. Develop policies, procedures, and guidelines that specifically plan for equity.
3. Establish objectives, activities, and a timeline for activities that increase nontraditional enrollments and staffing patterns.
4. Analyze enrollment and staffing data for gender and by course to identify trends and possible intervention points.
5. Provide inservice programs on equity issues for all staff. These may include topics on current work statistics; family trends; and how to provide for a gender-equitable classroom using appropriate materials, curriculum, language and beliefs.
6. Offer bias-free classroom technique suggestions in teacher evaluations, especially in courses where enrollments are predominately male or female.
7. Use staff meetings and other staff communication channels to build awareness and support for equity.
8. Actively plan to recruit men and women for nontraditional teaching and administrative positions.
9. Promote gender-equity issues with parents and community members through newsletters, school board members, and advisory meetings.
10. Develop a plan to review classroom, library, and guidance materials for evidence of gender bias and to modify these materials where appropriate. Adopt and use selection criteria for new materials that reflect diversity and equity.
11. Organize curriculum revision projects that redesign program content and activities to make them appropriate for both males and females and to prepare students for expanding and changing roles of women and men.
12. Offer exploratory courses at the upper elementary and middle/junior high school levels to encourage students to explore nontraditional options and familiarize them with language and equipment of the area.
13. Design the master class schedule so it encourages enrollment by males and females in every class, i.e., a traditionally female class is not scheduled at the same time as a traditionally male class.

Adapted from Wisconsin Model for Sex Equity in Career and Vocational Education, by Barbara A. Bitters and Susan Foxwell, Wisconsin Department of Public Instruction, 1990.

WHAT ARE GENDER EQUITY ISSUES IN VOCATIONAL EDUCATION?

by Barbara A. Bitters

Historically, vocational education enrollments have been highly sex segregated. Schools have reinforced traditional sex role stereotypes in course offerings, curriculum materials, and counseling and guidance programs which served to reflect and perpetuate outdated, limited occupational and family roles for both females and males. In fact, prior to the mid-seventies, females were still encouraged to prepare solely for the role of full-time homemaker or were led to believe they would work only a few years in low-paying, dead-end "female" occupation. Verheyden-Hilliard wrote, in 1975, that girls in vocational education were being prepared for "Cinderellahood," rather than jobs.

The goals of vocational sex equity are aimed at changing the following conditions in vocational education.

Access to Quality Vocational Courses or Schools

Access to nontraditional courses and to some vocational schools was legally and practically denied to females (males) prior to Title IX of the Educational Amendments (1972) and the Vocational Education Act (1976). Many schools had policies requiring completion of different vocational courses by males and females prior to graduation. Courses like "Bachelor Living" and "Powder Puff Mechanics" maintained the separation of the sexes in vocational education. Females' access to quality vocational programs, work study, job placement, cooperative and apprenticeship programs was limited and/or stereotyped. Membership in certain Vocational Student Organizations was restricted to members of one sex. (The Future Farmers of America voted to allow female members in 1969.) In 1974, almost 50% of all female students in vocational education were in consumer home economics, training for unpaid work of the family. Another 29% of females were training for entry-level clerical occupations (Verheyden-Hilliard, 1975). Male students were concentrated in agriculture and industrial education.

Administrative and vocational staff patterns still reflect traditional sex distributions in instructional areas. Across the country, males hold the substantial majority of positions in the program areas of agriculture, marketing and technology. Females hold similarly sizeable majorities of positions in Health Occupations, home Economics (Wage-Earning and Consumer), and Business. Administrative positions are held predominantly by males. The lack of nontraditional educator role models acts as a barrier for students who are unable to see someone like themselves succeeding in a nontraditional vocational area.

Sex Biased Attitudes

Attitudes of educators, students, parents, and employers reflect outdated and inaccurate information about labor force participation and a clear belief that there are "men's" jobs and "women's" jobs. These attitudes limit students' career aspiration and occupational choice. Frequently, traditional attitudes about the "proper" role and abilities of females contribute to a hostile learning environment for females who have made nontraditional vocational choices. More recently, sexual harassment of young women in vocational classrooms and labs nontraditional for their sex is being recognized as an important issue to be addressed.

Boys are also discouraged from pursuing porgrams in cosmetology, nursing, health, administrative support services, and other fields nontraditional for their sex. Assumptions are made about the financial aspirations of boys and questions about their masculinity are often raised.

Vocational Guidance and Counseling

Prior to Title IX and the VEA of 1976, practices, materials, and assessment tools reflected traditional sex role stereotypes, with different scales used to measure interests and aptitudes of females and males. Research in the 1970's revealed that adolescent males were aware of a greater number of occupations, had higher occupational aspirations, and expected to achieve them. Adolescent females were aware of a limited number of occupations, and had lower aspirations, and expectations of career achievements (Farris, 1978). Many counselors have not kept pace with the changing labor market or the changing roles of males and females, and few have actively incorporated this information into their counseling practices.

Support Services for Females

Lack of support services in the educational setting act as greater barriers to female participation than male participation in vocational education. This is particularly true for low-income women, older women returning to school after many years, minority women, single parents, and women seeking nontraditional occupations. Support services needed include: child care, transportation assistance, financial aid, medical assistance or insurance, flexible class scheduling, special counseling and guidance, remedial classes, role models, peer support groups, community mentors, pre-vocational assessment, and job development and placement services.

Unequal Opportunities In and Benefits From Vocational Education

Manifestations of sex bias in the teaching/learning environment create unequal educational opportunities for females. Even in co-educational classrooms, examples of sex bias persist in: vocational texts and instructional materials that not only reflect, but exaggerate traditional, stereotyped roles and a "traditional" division of labor; curriculum which is geared to the interests and needs of only one sex; instructional practices which divide students into single sex groups; student evaluations which use different criteria for grading males and females; teacher expectations which differentiate between male and female students; unequal funding for equipment, labs, and student projects in female intensive vocational programs; and a higher ratio of students to teachers in female intensive vocational programs.

Follow-up studies of vocational education students indicate that differences in "pay off" or benefits exist between male and female graduates. A wage gap exists one year after graduation and increases over time. Males seem to move up career ladders more quickly. Male nontraditional workers may not experience the same level of hazing, harassment, or constant demands to prove their competence.

Barbara A. Bitters, Wisconsin Department of Public Instruction

Activity/Handout

THE CHECKLIST:

DOES YOUR ORGANIZATION'S ATMOSPHERE FOSTER WORKING TOGETHER?

by Tasha Lebow

This checklist is designed to help you assess whether an organization facilitates trust-building relationships and effective collaboration. The generic term "organization" could mean a school district, an administrative office, a school building, or classroom, whichever is appropriate. This checklist is an informal assessment tool intended to identify areas for future attention.

Directions: Record your YES or NO responses to the following questions. This checklist may be used as a collaborative exercise by having several people individually complete it and then meet to discuss their observations.

YES NO I. ORGANIZATIONAL ISSUES

____ ____ 1. Are women and minorities in visible positions of authority that guarantee input into decisions and allow them to serve as role models and mentors for others?

____ ____ 2. Are values of justice (equality, shared power, pluralism) modeled by how the organization is run?

____ ____ 3. Is participation in the decision-making process by advocacy and special interest groups systematically established (rather than a response to crisis)?

____ ____ 4. Are specific strategies in place to ensure representation of all groups on committees, planning groups, screening boards, etc.?

____ ____ 5a Does the organization employ a participatory decision-making model?

____ ____ b Is there mutual accountability?

____ ____ c Are there opportunities for peer review?

____ ____ 6a Does the organization's nondiscrimination policy specifically cover race, gender, national origin, and disability?

____ ____ b If a generic policy is stated, are specific aspects for each population delineated in the implementation guidelines?

____ ____ 7. Are meetings arranged to ensure the greatest participation (e.g., announced in advance, held in rotating locations, and led by diverse co-chairpersons)?

THE CHECKLIST (page two)

YES NO Organizational Issues (continued)

____ ____ 8. Are announcements and notices translated into languages that exist within the community?

____ ____ 9. Are all school-home communications reviewed to ensure a readability level appropriate for the total community?

II. CLIMATE ISSUES

____ ____ 10. Is it emphatically clear that racist, prejudiced, or sexist language and behaviors by students and staff will not be tolerated?

____ ____ 11. Are school events organized and facilitated that bring together diverse groups?

____ ____ 12. Does the organization provide opportunities for dialogue among diverse groups on shared concerns or priorities?

____ ____ 13. Does the organization's atmosphere encourage the expression of dissenting opinions?

____ ____ 14. Does the physical environment (bulletin boards, display cases, holiday observances, etc.) reflect true American diversity?

____ ____ 15. Are any school symbols or mascots employed that offend racial or ethnic groups or women?

III. STAFF DEVELOPMENT

____ ____ 16. Are there significant opportunities for all staff to gain exposure to the educational equity issues and concerns of specific populations?

____ ____ 17. Do all inservice programs include content relating to the equity needs of specific populations?

____ ____ 18. Are bilingual/multicultural inservice plans integrated with the overall district inservice plan?

____ ____ 19. Are staff trained in group process, conflict management, cross cultural communication, and other skills essential to working with diverse populations?

____ ____ 20. Are current trends in education (school improvement, high-risk students, substance abuse prevention, teen-age pregnancy, etc.) addressed as issues pertinent only to one group or gender?

THE CHECKLIST (page three)

YES NO IV. CURRICULUM AND EDUCATIONAL PROGRAMS

____ ____ 21. Do representative numbers of women and minority groups actively participate in all curriculum development activities?

____ ____ 22. Does the curriculum contain factual, nonstereotypic information on the diverse roles and contributions of minority groups and women?

____ ____ 23. Is evaluation for race, ethnic, and gender bias required before new textbooks are approved?

____ ____ 24. Are existing textbooks and library collections reviewed to identify biased information?

____ ____ 25. Are supplemental materials that rectify biases in traditional materials provided?

____ ____ 26. Are cooperative learning techniques regularly employed?

____ ____ 27. Are any ability grouping arrangements flexible, temporary, and applicable only to specific skills taught in that grouping?

____ ____ 28. Does the curriculum include human relations and cross cultural communication content?

29. Are enrollments in the following "gatekeeper" courses monitored for disproportionality of race, gender, handicap, ethnicity, and nonstandard or limited English?

____ ____ a. advanced math and science

____ ____ b. basic skills courses

____ ____ c. vocational education

____ ____ d. special education categories

____ ____ 30. Are data pertaining to discipline referrals, actions, and suspensions regularly collected and assessed for imbalances in gender, race, and national origin?

____ ____ 31. Are holiday observances, extracurricular activities, special assignments, awards, scholarships, etc. monitored to ensure balanced participation by all groups?

SCORING FOR THE CHECKLIST

Scoring:

For questions 1 through 31 record ONE POINT for every YES answer you have recorded, with the exception of questions number 15 and 20. Record ONE POINT for a NO response to questions 15 and 20.

Rating your organization:

32-36	Exemplary organization and a model to others--Good Work!
26-31	You have a good start, but some key areas still remain for further attention.
20-25	Significant attention should be given to those areas identified as weak by the checklist. Activities that identify weaknesses for each specific target population are advisable.
0-19	Time for considerable attention to the equity environment of your organization. Begin by meeting with people who share your concern about equity issues to initiate a more in-depth evaluation process and long-range planning.

Equity Coalition for Race, Gender, and National Origin, Volume 1, Number 1, Fall 1989, Programs for Educational Opportunity, The University of Michigan School of Education. Reprinted with permission.

COMPUTER EQUITY CHECKLIST

Read the following statements about the computer program in your school. Are the statements true or false? The statements that are false indicate areas where your program needs further evaluation and intervention.

	TRUE	FALSE
1. No one individual or group is allowed to dominate others during computer time.	____	____
2. Female students are at least 47% of the enrollment in all computer courses.	____	____
3. Male and female enrollment is approximately equal in programming courses.	____	____
4. Female students use computers during free time and/or after school as much as male students do.	____	____
5. Both males and females are used to demonstrate programs and use of computers.	____	____
6. Female students are as likely as male students to have the kinds of computer experiences that promote higher order thinking.	____	____
7. The use of noneducational games are deemphasized in the program.	____	____
8. Students are exposed to role models who are men, women, minorities, and people with disabilities.	____	____
9. Computer time is not used as a reward for completing other assignments or attaining a specified reading or math level.	____	____
10. Enrollments are periodically evaluated for equity.	____	____
11. Opportunities for access to computers are periodically examined for equity.	____	____
12. Differential use of computers on the basis of sex, national origin, race, and disability is periodically examined.	____	____
13. Teachers actively encourage under-represented students to pursue use of computers in free time, after school, and upper level courses.	____	____
14. Active measures are being taken to insure equitable access and use of computers.	____	____

Source: Project MOVE: Maximizing Options in Vocational Education.

HOW DOES YOUR DISTRICT RATE?

The following is a self-quiz to determine the "equity level" in your district.

	YES	NO
1. Has your district completed a thorough self-study to identify equity needs?	____	____
2. Are you working to correct problems using concrete activities, goals, and timelines?	____	____
3. Does your district have an effective and publicized grievance procedure?	____	____
4. (a) Are staff members made aware of the need for equity?	____	____
(b) Do you provide training or assistance in multicultural, nonsexist classroom behavior and practices?	____	____
5. Are counseling, screening, testing and placement procedures equitable for all students?	____	____
6. Have instructional materials been reviewed for bias?	____	____
7. Have teachers received training in the use of biased materials in a nonbiased way?	____	____
8. Are students informed about the significance of equity?	____	____
9. Do students understand their legal rights for equal educational opportunity?	____	____
10. Does the district survey student interests in athletic offerings and use the data to plan the athletic program and budget?	____	____
11. Are efforts made to keep the board, administration, staff, students and parents informed about equity?	____	____

Scoring
11-12 "yes" answers: You have a model district!
9-10 "yes answers: You are on the right track.
8 or fewer "yes" answers: Contact your state's education agency for help in understanding and implementing educational equity.

This quiz was adapted from material by the California State Department of Education.

SCHOOL STAFF SELF-EVALUATION OF BIAS-FREE BEHAVIOR

Directions

1. Rate yourself for each numbered item.

2. Review your ratings, then evaluate your overall performance.

3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more gender fair; for example, if your rating for item 4, "Language," fell within the "sometimes" column, you might write as a goal: "I will avoid using sexist language during next week and ask my family and friends to make me aware of errors."

4. Repeat steps 1-3 above for all headings.

   Note: Items that include examples are suggested applications; they are not meant to be all-inclusive.

Suggestions for Use

These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of gender-bias in the school. They are not meant to rate people, but to help identify what may be unconscious biased behaviors in dealing with staff and students.

It is important that these checklists be used as an exercise to create personal growth and awareness and not used in a judgmental way. The process of reading and discussing the checklists is considerably more important than any findings they produce.

It takes time to change behavior. In undertaking this process, staff members need feedback and positive reinforcement on a continuing basis.

Developed by E. I. Newcombe and the Guidance Counselors of the Tredyffrin/Easttown School District. From Becoming Sex Fair, The Tredyffrin/Easttown Program, Berwyn, Pennsylvania. Marylyn E. Calabrese, Project Director. Produced under a grant by the Women's Educational Equity Act Program, U.S. Department of Health, Education and Welfare.

SCHOOL STAFF SELF-EVALUATION

I. Behavior

Check below

	Always	Often	Some-times	Never	N/A
1. **Attitude.** I take the idea of equality seriously; for example, I do not put down men or women or joke about their abilities, roles, or ethnic backgrounds.	___	___	___	___	___
2. **Values.** I reinforce the expression of values from teachers and students so that both males and females can express assertiveness or gentleness.	___	___	___	___	___
3. **Model.** I act as a model of non-gender behavior by performing activities traditionally thought to be more easily done by the opposite gender.	___	___	___	___	___
4. **Language.** I use non-gender language; for example, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she."	___	___	___	___	___
5. **Generalizations.** I avoid generalizations that refer to gender; for example, I would not say "you drive like a woman" or "you think like a man."	___	___	___	___	___
6. **Comparisons.** I avoid comparisons of teachers or students based on gender; for example, I would not say "women cannot discipline as well as men," or "the females are working harder than the males."	___	___	___	___	___
7. **Careers.** I publicly acknowledge the appropriateness of a wide range of career choices, interests and roles for both genders.	___	___	___	___	___
8. **Factual Information.** I use accurate information about the current economic, social and legal status of men and women of all races.	___	___	___	___	___

I act as a model of gender fair behavior (action and words). I convey to students, parents and other professionals the importance of equality and the appropriateness for both genders of a wide range of roles and interests.

Mark the continuum:

basically gender fair	need improvement	need some improvement	need much improvement

Consider how your rated yourself on **Behavior**. List below specific goals for increasing gender fair behavior:

a.

b.

c.

II. Interactions with Others

Check below

	Always	Often	Sometimes	Never	N/A
9. **Expression of Emotions.** I allow children to display their emotions without regard to gender.					
10. **Student Interests.** Because I realize that children may have interests not traditionally associated with their gender, I encourage them to pursue a wide variety of activities not limited by gender stereotypes.					
11. **Academic Performance.** I expect equal academic performance from males and females; that is, females are not assumed to be better in verbal skills and males superior in math and science.					
12. **Student Behavior.** I expect the same behavior from females and males; for example, I do not expect chivalrous behavior only from males, tolerate language (slang, swearing) from males that females may not use, or require neatness from females and not from males.					
13. **Evaluation.** My evaluation standards do not favor males or females but reflect individual accomplishments.					
14. **Types of Examples.** I use examples showing both men and women with a wide range of feelings, interests and career choices.					

	Always	Often	Sometimes	Never	N/A
15. **Groups.** When forming groups, I carefully determine whether single-gender or mixed groups will best further goals of personal development; for example, I may form mixed value exploration or career groups; however, I may form single-gender groups when dealing with problems of interpersonal relationships.	____	____	____	____	____
16. **Personal Counseling.** When involved in personal counseling situations with students and teachers, I attempt to build positive gender-role images in individuals, and try to help others resolve gender-role conflicts.	____	____	____	____	____
17. **Encouragement to Others.** I provide encouragement to others (teachers, staff, parents, students) working to eliminate discrimination; for example: a. I help make non-gender-biased curriculum resources available b. I arrange for in-service programs; c. I help others evaluate school programs to achieve non-biased goals.	____	____	____	____	____
18. **Parent Expectations.** I encourage parents to look at their sons and daughters as individuals rather than as male or female stereotypes; for example, in the expression of human equality of career choices, and in the equality of educational opportunities.	____	____	____	____	____

I expect equal academic performance and behavior from females and males and acknowledge the acceptability of the same emotions and interests in all students. I encourage parents and other professionals to be gender fair.

Mark the continuum:

basically gender fair	need improvement	need some improvement	need much improvement

Consider how your rated yourself on **Interactions with Others.** List below specific goals for increasing gender fair behavior:

d.

SCHOOL STAFF SELF-EVALUATION (continued)

e.

f.

III. Information and Curriculum Services

Check below

	Always	Often	Some-Times	Never	N/A
19. **Implementation of Guidelines.** I actively work to implement school district guidelines to eliminate sexism.	___	___	___	___	___
20. **Curriculum.** I help insure that the school curriculum is non-gender-biased; for example, I plan for a curriculum a. that addresses the needs and interests of both females and males; b. that recognizes the contributions of both genders c. that provides for the equal treatment of both genders in all subject areas; and d. that helps females and males explore the wide range of roles and career options available to them.	___	___	___	___	___
21. **Course Selection.** I recommend all courses to both females and males on the basis on individual need, interest and ability, not on the basis of traditional gender stereotypes.	___	___	___	___	___
22. **Testing.** I use non-gender-biased testing materials; e.g., I use non-gender-biased interest inventories and career surveys.	___	___	___	___	___
23. **Career Materials.** I use non-gender-biased materials to help students explore all vocational interests, not only those traditionally associated with their gender.	___	___	___	___	___
24. **College and Scholarship Materials.** I make available college and scholarship information that informs students of equal opportunities for men and women, for example, materials on college majors and athletic scholarships for both genders.	___	___	___	___	___

SCHOOL STAFF SELF-EVALUATION (continued)

	Always	Often	Some-times	Never	N/A
25. **Availability of Clubs, Classes and Facilities.** I inform students and parents that all school facilities, classes, clubs and equipment are equally available to all students.	____	____	____	____	____
26. **Supplementary Materials.** I supplement inadequate treatment of either gender by adding information or by discussing the inaccurate portrayal of people's roles.	____	____	____	____	____
27. **Visual Materials.** All visual materials used in guidance activities are non-gender-biased; for example, bulletin boards on career choices show men and women in a variety of roles and occupations.	____	____	____	____	____

I work to implement guidelines for gender fairness when providing guidance information or developing the curriculum.

Mark the continuum:

basically gender fair	need improvement	need some improvement	need much improvement

Consider how your rated yourself on **Information and Curriculum Services.** List below specific goals for increasing gender fair behavior:

g.

h.

i.

Counseling and Advising: NTOs

INFORMATION SHEET ON GENDER EQUITY

FOR GUIDANCE COUNSELORS

Gender equity is an important developmental guidance issue. It often can be difficult to picture it in action. To understand equity within the framework of guidance and counseling, we can look at career exploration, enrollment patterns, recruitment and retention of students, counseling materials, tests, resources, and the role of counselor as an equity advocate. Following are some equity facts to help you as you think about the equity issue:

> Women work for pay for the same reasons that men work for pay: to meet financial responsibilities, to achieve a sense of contribution to society, and to achieve a sense of personal fulfillment.
>
> Opportunities for women to meet financial responsibilities and achieve societal and personal goals have been limited by the fact that women have been concentrated in a relatively few, low-paying occupational fields in the labor force. By expanding career choices and emphasizing the reality of job futures, both females and males will approach life work planning more realistically.
>
> Only 13.1 percent of female students are enrolled in nontraditional vocational courses nationwide.
>
> From 1970 to 1985, there was a 90 percent increase in households maintained solely by women. Women, as well as men, need to actively plan for their work future.
>
> The average level of education for both men and women workers in the United States is 12.7 years. Yet, women working full time are paid an average of 65 cents for every dollar paid to men.

Guidance counselors can promote equity in several ways. They can:

- Recognize equity as an important issue and actively plan for it.
- Incorporate equity concepts and actions into the K-12 guidance program.
- Provide support materials to teaching staff that promote equitable career planning.

Guidance counselors can use the following strategies to promote gender equity at the school and district level.

1. Identify current strategies within the guidance program that are promoting equity and build on those activities.

2. When students are selecting courses and programs in which to enroll, encourage them to consider their options realistically. Remind them that:

   - most men and women will hold paying jobs for most of their lives;
   - most men and women work out of economic need;
   - traditionally female jobs pay less than traditionally male jobs; and
   - even though greater choices are available, many students--especially females--don't enroll in courses such as mathematics and science, which limits their choices in future coursework and employment.

3. Use career information that expands career choices:

   - materials that promote gender fairness;
   - bias-free language;
   - posters, graphics, displays, and other materials that expand career ideas; and
   - female and minority role models included as speakers on career days.

4. Reprogram computer career information systems to prompt students to explore nontraditional or higher wage and higher benefit occupations.

5. Review interest inventories and other assessment instruments and the interpretation of results for gender bias.

Adapted from Wisconsin Model for Sex Equity in Career and Vocational Education, by Barbara A. Bitters and Susan Foxwell, Wisconsin Department of Public Instruction, 1990.

FACT SHEET ON SEX STEREOTYPING IN ACHIEVEMENT, PERSONALITY AND INTEREST MEASUREMENT

Title IX legislation prohibits use of any interest or occupational inventory for appraising or counseling students that requires or permits differential treatment on the basis of sex.

Sex discrimination, stereotyping and bias found in measurement instruments has been due to:

- procedures used for developing instruments;
- specific terms used in items;
- content or examples used for items and responses;
- procedures for administering an instrument;
- separate sex forms;
- separate sex norms; and
- manuals for interpretation of results.

In an analysis of 27 achievement test batteries from seven major test publishers:

- All but one had a higher ratio of male to female nouns and pronouns.
- Two to 14 male nouns or pronouns for every one female noun or pronoun was found for 19 batteries.
- The ratio usually increased with grade level.
- Males were portrayed mainly in traditional male activities.
- Women were portrayed almost exclusively as homemakers or in pursuit of hobbies.
- Young girls were usually involved in household, indoor, stereotyped activities.
- Various items implied the majority of professions were closed to women. (10)

An analysis of 29 achievement test batteries for nine major test publishers replicated the above results and also found:

- Most biographies were about men.
- Male sex-stereotyped behaviors were reinforced when males were shown condescending toward females.
- Content bias in favor of males appeared to be a function of content selection rather than language usage. (15)

College Admission Testing Program materials tend to show the same biases as achievement tests, and manuals and student booklets used in interpreting results usually portray the college candidate as a male. (15)

Differential treatment of the sexes in the development of occupational and interest inventory scales with separate forms and norms has:

- limited both sexes from being provided a complete picture of their interests;
- perpetuated traditional career patterns for both sexes; and
- excluded each sex from some occupations included for the opposite sex. (12)

Frequently used interest inventories have had separate norms for males and females. These have included the Strong Vocational Interest Blank, Kuder Occupational Interest Survey, Ohio Vocational Interest Survey, and Vocational Preference Inventory. (7)

The Strong Vocational Interest Blank also limited the number of occupations presented to women, had a different form for each sex, and used an antiquated masculinity-femininity scale for interpretation of results. The Kuder Occupational Interest Survey provided 57 occupations for females, 20 less than the number provided for males and did not include prestigious professions for women in the college major scales. (13)

These criticisms have been attended to with a new interpretative leaflet for the Kuder Occupational Interest Survey (Form DD) and a new Strong-Campbell Interest Inventory, but the former materials are still in use.

Manuals for interpreting results of occupational and interest inventories:

- have been oriented towared males;
- frequently have had subtle implications that could bias counselors when interpreting results for females; and
- have not dealt with the effects of sex-role stereotyping on occupational choices. (15)

In experiments where special instructions were given to females to reduce the effect of sex-role stereotyping and role conflict on their responses: they reported different areas of occupational interests, and their scores on occupational scales increased. (2)

General Guidelines for Selection of Gender-Neutral Measurement Devices

The first ten guidelines apply to selecting gender-neutral achievement and intelligence tests and personality, occupational and basic interest inventories. The additional two guidelines are specifically for personality or occupational and interest inventories.

Terms

1. Do specific items in the tests and inventories use gender-neutral terms such as "their," "they," "people" and "humans" rather than "he," "him," "men" and "mankind"?

Items

2. If gender-specific content or examples are used, such as "a woman drives 40 miles..." "a man purchases three pounds of meat at..."
    a) are both genders equally represented?
    b) are both genders represented in a broad variety of activities rather than stereotyped ones?

Forms

3. Is there a common form for both genders? If not,
    a) is it shown empirically that the separate forms are more effective in minimizing gender bias?
    b) are items on the separate forms gender-neutral? are both genders equally represented, and represented in nonstereotyped activities (See 1 and 2 above)?
    c) are there instructions on how to use both forms with both genders? (This is recommended to reduce sex-stereotyping effects when there are separate forms.)

Norms

4. Are the norms the same for both genders? If not,
   a) are both sets of norms used with both genders for interpreting results?
   b) are they reported in a way that minimizes rather than maximizes differences between the genders?
   c) is there a justification for separate norms that is not based upon sex-stereotyped beliefs, attitudes and past expectations?

5. Are the norms for reporting and interpreting based on:
   a) fairly recent data?
   b) representative and appropriate samples that include both males and females?

Manual

6. Does the publisher/author explain how they have attempted to eliminate sex bias?

7. Does the manual discuss and caution against possible environmental, social, cultural and user biases?

8. Are directions for administering the instrument free of gender-specific examples and references that could influence respondents?

Manual and Student Report Form

9. Are the discussions and examples provided for interpreting results gender-neutral, balanced and nonstereotyped? (See 1 & 2)

10. Will the student report form reduce rather than reinforce gender-stereotyped expectations? (I.e., are ranges and variability explained rather than, "On the average, women have higher verbal scores.")

Personality Inventories

Will interpretation of results reduce rather than reinforce gender-stereotyped norms, expectations and characteristics? I.e., can both genders indicate high concern for others without that concern being interpreted as a feminine rather than humanistic characteristic?

Occupational and Basic Interest Inventories

Will interpretation of results expand options, provide broad rather than limited areas of interest and encourage freedom of choice? I.e., is an area of interest related to a variety of activities rather than gender-stereotyped ones? Will a male with interests related to the medical profession be provided with occupational options such as nursing and medical technician?

Adapted from Expanding Adolescent Role Expectations by Charlotte J. Farris. Ithaca, NY: Cornell University, New York State College of Human Ecology, 1977.

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Handout

NONTRADITIONAL CAREERS: TIPS FOR RECRUITMENT AND RETENTION

Back-To-School Night: Put together a pictorial display for a "Back-to-School Night" showing projected statistics and facts about careers.

Contests: Conduct a poster contest ("Careers of the Future"), an essay contest ("Women's Role in the Technology of the Future"), or a cartoon contest ("Breaking Tradition"). Contact organizations like the Society of Women Engineers and the National Association of Trade and Technical Schools for materials and sponsorship.

Community Organizations: Invite organizations such as the YWCA, YMCA, Girl Scouts, or AAUW to the school. The Boston YWCA's program, "Fortune Telling" can be easily adapted to a school setting. The Girl Scouts' "From Dreams to Reality" helps middle school students explore different career options.

Individual Counseling: Encourage students to remain enrolled in classes that are new to them. Be understanding of their difficulties, but encourage them to persevere. Help them through their anxieties by giving them small measurable goals. Have them keep a journal of both positive and negative aspects of the course. Use role playing to generate a variety of actions and reactions to stressful situations. Offer to act as an intermediary between students and their parents and teachers. Focus on the pioneering aspect of their choice.

Inservice: Plan a workshop for teachers whose class enrollments are predominately male or female to discuss ways to integrate the classes; share successes, problems, and solutions. Brainstorm new strategies.

Parent Programs: Sponsor a panel of students and workers who have made different choices in school and career; discuss why and how they came to their decisions, and what help they received from their parents. This would help parents connect with their children's possible interests. Sponsor a parent-student program with a theme such as "Women's Work--Yesterday, Today and Tomorrow." Work with PTA/PTO organizations.

Role Models: Compile a list of women working successfully in fields that are predominately male. Include women with various educational backgrounds and who are varied in race, age, and life styles. Include graduates of local schools. This list will become a resource file to contact speakers for school programs.

Small Groups: Form small groups of nontraditional course-taking students to meet at lunch time, during study hall, after school. Led by an adult at first, these groups can deal with such issues as attitudes, decision-making, alternatives, and consequences. Encourage the social aspect of such groups to enhance the supportive function. The small group technique can be effectively used for boys, too. Focus on their feelings about working with girls. They should be prepared to work with females as well as for the probability of working for a female boss.

Guest Speakers: Bring in role models to talk about their work. Ask high school seniors to talk to eighth graders about the advantages of math, science, and vocational classes. Invite students and graduates of regional vocational schools and community colleges who are in nontraditional fields to talk about their experiences, what classes they took, what barriers they have encountered and how they managed to surmount them.

From Futures Unlimited: How to Encourage Girls to Select and to Stay in Nontraditional Courses, by Charlotte H. Clarke, Consortium for Educational Equity, Rutgers, The State University, New Brunswick, NJ 08901.

Fair Teaching

INFORMATION SHEET ON GENDER EQUITY

FOR TEACHING STAFF

Gender equity is an important classroom issue. However, it is often difficult to picture it in action. We can, however, look at equity as it relates to the physical enviornment, curriculum, language, behavior management, and teacher attention. Listed below are a few facts about equity to help you as you think about the issue.

> Women work for pay for the same reasons that men work for pay: to meet financial responsibilities, to achieve a sense of contribution to society, and to achieve a sense of personal fulfillment.
>
> Opportunities for women to meet financial responsibilities and achieve societal and personal goals have been limited by the fact that women have been concentrated in a relatively few, low-paying occupational fields in the labor force. By expanding career choices and emphasizing the reality of job futures, both females and males will approach life work planning more realistically.
>
> Only 13.1 percent of female students are enrolled in nontraditional vocational courses nationwide.
>
> From 1970 to 1985, there was a 90 percent increase in households maintained solely by women. Women, as well as men, need to actively plan for their work future.
>
> The average level of education for both men and women workers in the United States is 12.7 years. Yet, women working full time are paid an average of 65 cents for every dollar paid to men.

Teaching staff can use the following strategies to promote gender equity.

1. Take the issue of equity seriously; it affects the classroom climate and the learning that occurs there.

2. Plan your classroom to portray gender fairness. Use posters and other visuals that show both males and females in traditional and nontraditional roles and that show males and females working together.

3. Check learning activities for gender fairness. Also plan lessons that focus on increasing students' equity awareness, knowledge, and skills.

4. Use inclusionary language in both written and verbal communication. Encourage students to do the same.

5. Direct class discussion to enable all students to participate. Studies have shown that teachers give more attention to male students, calling on them more frequently, asking them higher-order questions, offering them more assistance, and disciplning them more often.

6. Promote cooperation and integration of males and females through activities that help students work together more effectively.

7. Help students understand equity issues and the impact these issues have on their lives.

8. Avoid generalizations and sex stereotypes, i.e., "you drive like a woman."

9. In the classroom, use a variety of examples that portray men and women using a wide range of feelings, interests, skills, and career choices.

10. Encourage both genders to participate in traditional and nontraditional activities.

11. Examine instructional materials for sex-role steroetyping, sex bias, and sexist language. Discuss and point these out to students.

12. Make a conscious effort to assign females and males leadership and support roles on an equitable basis, both within and outside the classroom (i.e., on field trips).

Adapted from Wisconsin Model for Sex Equity in Career and Vocational Education, by Barbara A. Bitters and Susan Foxwell, Wisconsin Department of Public Instruction, 1990.

Handout

CLASSROOMS: WHEN YOU ARE THE MESSAGE

Your appearance, posture, tone of voice and eye contact communicate as much as your carefully prepared lecture or slide presentation. Making eye contact with and eliciting comments from both women and men in the back of the room as well as the front row draws in your audience.

To make sure your classroom is free from sexist language and behavior, check if you can answer "yes" to these questions based on issues identified by the Project on the Status and Education of Women, Washington, DC, in *The Classroom Climate, A Chilly One for Women?*.

	Y	N
Do I acknowledge both women and men when I address the class? [Note: If you use "generic" male nouns and pronouns or ask your students what they did when they were boys or what their wives do, you must answer "no" to this question.]	—	—
Do I present women and men in a variety of social and professional roles and avoid stereotypes in classroom examples or visuals?	—	—
Do I call on women as directly as I call on men?	—	—
Do I invite comments from women as often as I do from men?	—	—
Do I allow both women and men the same amount of time to respond before calling on the next student?	—	—
Do I respond equally to women's and men's comments?	—	—
Do I call on both women and men by name?	—	—
Do I credit both women and men by name for their comments?	—	—
Do I use the same tone of voice when addressing men and women?	—	—
Do I ask women and men the same kinds (e.g., analytical, factual) of questions?	—	—
Do I make eye contact equally with women and men when they ask questions?	—	—
Do I assume an equally attentive posture, such as leaning forward, when women and men speak?	—	—
Do I encourage both women and men to think for themselves? [Note: If you ask women questions that require factual answers but ask men questions that demand personal evaluation and critique, you must answer "no" to this question.]	—	—

CLASSROOMS: WHEN YOU ARE THE MESSAGE (continued)

	Y	N
Do I group both women and men in discussion or lab sections or on field-work teams?	___	___
Are women and men interrupted about the same during class discussions? [Note: Neither should be interrupted by you or their peers.]	___	___
Do I give men and women the same instructions and encourage initiatives?	___	___
Do I allow women and men equally to view laboratory assignments or class demonstrations?	___	___
Do I offer women the same informal feedback, encouragement or praise for academic efforts as I offer men?	___	___
Do I choose women and men equally to enroll in "harder" subjects?	___	___
Do I include both men and women in course-related activities, such as field trips?	___	___
Do I inform both women and men equally about publication, research and professional opportunities?	___	___
Do I probe both women and men to provide fuller answers or elaborate?	___	___

We all need to laugh at ourselves sometimes. A good joke lightens up your audience and helps hold their attention. But remember that jokes demeaning one sex or certain group of people embarrass and alienate rather than entertain.

Avoid comments or actions that ridicule or disparage any student's scholarship, intellectual ability, potential, competency, seriousness, skill or academic commitment. Treat both male and female students as capable of scholastic and professional achievements.

For example, using men's last names but women's first names erodes women's esteem. Remember to address students consistently. And keep students' work and colleagues' professional accomplishments separate from their physical attributes or appearance.

From Guide to Nonsexist Language and Visuals, Rhonda Lee, Ed., University of Wisconsin-Extension, Equal Opportunities Program Office and Department of Agricultural Journalism, 1985.

STUDENT PERCEPTION QUESTIONNAIRE

Directions for Use

The Student Perception Questionnaire contains 19 items designed to gather students' perceptions of selected classroom behaviors. It is a self-assessment tool to provide feedback to instructors about how they interact with students, and to determine if students perceive the instructor as interacting differently in relation to the sex, race, or age of class members.

The questionnaire can be administered to a class in a fifteen-minute period by the regular instructor or, preferably, by a proxy. The proxy can be a class member. The questionnaire should be administered in an objective manner that encourages honest and frank responses from students. Maintaining the anonymity of the respondents is essential.

The questionnaire is designed to be used in college and university classes of varying size and in various disciplines. If given near the midpoint of a quarter or semester, the instructor will have time to generate changes suggested by the feedback.

Analysis of Data

One of the primary questions to be answered by data from the Student Perception Questionnaire is, Does a difference exist in the perceptions of men and women students in regard to classroom interaction patterns? More specific questions addressing this issue are, Do students perceive that the instructor calls on both men and women students by name? Is there a difference in the way men and women students perceive the instructor's humor? Do students perceive a difference in how the instructor reacts to comments made by men and women students in class? And one of the most potentially revealing questions is, Do men and women students contribute to class discussion in approximately equal numbers and, if not, for what reasons?

These same questions can be addressed in regard to the variables of race, citizenship, and age. The instructor can base decisions about which variables are meaningful for the data analysis on the demographic makeup of the class.

The questions posed by the questionnaire can be analyzed through a frequency distribution giving the number of responses (n) and percentage of responses (%) for each alternative on each question. Responses can be classified by sex, race, citizenship, or age, or by any combination.

Most college and university computer centers are equipped with programs to analyze the data in this manner. Although computer analysis has obvious advantages, doing a frequency distribution by hand is feasible for small classes.

This type of descriptive analysis will yield answers without need of more elaborate statistical techniques. If, however, establishing whether differences in student responses are statistically significant is desired, additional techniques can be used.

STUDENT PERCEPTION QUESTIONNAIRE (page two)

A student T-test can be used to determine whether statistically significant differences exist between two specific response categories. Also, the analysis of variance is a technique that could be used to determine if statistically significant differences exist among two or more variables.

These techniques can be used to analyze a specific class. They can also be used to compare the perceptions of students in each of the classes that an instructor teaches. For example, an instructor could assess whether classroom interaction is perceived differently by students in academic major courses than those in general education courses, by students in upper compared to lower division courses, and by students in small discussion groups versus those in large lecture courses.

Interpretation of Results

In interpreting the results, remember that the responses are opinions or perceptions which may or may not be consistent with observable fact in the classroom. For example, some questions ask about the comparative class participation of men and women students. The value of the questionnaire lies in learning who students think participate most frequently and why. The instructor can analyze the reasons for these perceptions. If the purpose were the accurate quantification of the relative contributions of the two sexes, one would proceed quite differently.

Realizing that students can accurately perceive what occurs in a class without knowing or understanding why is also important. For example, if a particular student has dominated discussion and impeded class progress, the instructor might have attempted to control the student's behavior through lack of positive reinforcement or even through aversive tactics. Students might accurately perceive the instructor's behaviors as negative and reflect that perception in the questionnaire but not that the instructor's purpose was improvement of class progress.

We again emphasize that this questionnaire is a self-assessment tool through which students convey their perceptions. Within this constraint it is a tool through which instructors can better understand some of their students' attitudes and through which instructors can become more sensitive to some of their own classroom behaviors and the attitudes their behaviors may reflect or generate.

To facilitate the interpretation of the questionnaire results, the following shows the questions grouped into three sections:

Section	*Questions*
Demographic information	1-5
Faculty patterns of communication	6, 8, 9, 11, 16, 17, 18
Student participation	7, 10, 12, 13, 14, 15, 19

Factors which may be important to consider in interpreting results include (1) the proportion of women and men in the class; (2) racial composition of the class; (3) format (i.e., lecture, discussion, seminar); (4) class size; (5) classroom environment; and (6) expectations of faculty and students concerning interaction patterns. These factors may be interrelated in a variety of ways. In a class consisting of more women than men,

STUDENT PERCEPTION QUESTIONNAIRE (page three)

students of both sexes may see men and women as participating equally. This indicates participation rates may be proportionately lower for women than men (Question 15). When responses to the questions about an individual's own participation rates are analyzed, differential racial or age groups of men and women may show varying participation rates. Older black women might have the lowest self-reported participation rates and young white men the highest. Even if such a racial breakdown is not feasible in a class, other patterns may emerge. For example, results from some classes in the field test indicated that a larger proportion of women than men responded that they never volunteered in class (question 7, response 1). Also, more women responded that they were never called on by the instructor (question 9, response 4); never raised their hands (question 10, response 4); did not want to participate (question 12, response 5); and never participated (question 16, response 4). At the same time, there may also be a segment of female students who indicate as high or higher participation rates as male students (question 7, response 5; question 8, response 4).

The questionnaire's main purpose is to examine student perception of classroom interaction between students and faculty. Many other dimensions of communication in the educational environment can be examined. Examples are student-student interaction in the classroom, faculty-student interaction outside the classroom, and faculty-faculty interaction. All these areas could not be covered within the scope of this questionnaire. Faculty, however, may want to add their own questions to explore some of these ideas.

Faculty may also want to discuss the questionnaire results with students. By informing students about perceived participation differences, the goal of more equitable participation may be achieved. One faculty member who served as a reviewer in the field test felt that just administering the questionnaire increased the overall rate of student participation. Focusing on the issue of interaction will reveal aspects of the college learning experience important to both students and faculty.

The questionnaire follows.

From Removing Bias: Guidelines for Student-Faculty Communication, Mercilee M. Jenkins, et al., Annandale, VA 1983. The Student Perception Questionnaire may be reproduced for classroom use.

STUDENT QUESTIONNAIRE

Directions: Answer each of the following questions. Give only one answer to each question. Place the number corresponding to your answer on the blank to the left of the question.

_____ 1. Age at present time:
(1) 17-20
(2) 21-24
(3) 25-30
(4) 31-40
(5) 41 or more

_____ 2. Citizenship:
(1) Citizen of the U.S.A.
(2) Noncitizen of the U.S.A.

_____ 3. Race:
(1) Caucasian (White American)
(2) Black American
(3) Hispanic (Mexican-American, Puerto Rican, Cuban, etc.)
(4) Native American (North American Indian/Alaskan)
(5) Asian American

_____ 4. Sex:
(1) Male
(2) Female

_____ 5. This course is:
(1) Required for my academic major
(2) Not in my academic major

_____ 6. Does your instructor know you by name?
(1) Yes
(2) No
(3) Don't know or uncertain

_____ 7. How often do you voluntarily answer questions or contribute to class discussions in this class?
(1) Never
(2) One to three times during the course
(3) An average of once a week
(4) An average of two to three times a week
(5) An average of one or more times a day

_____ 8. How often does the instructor call on you or ask you to respond to a question or comment?
(1) Instructor does not call on anyone
(2) One to three times during the course
(3) An average of once a week
(4) An average of two to three times a week or more
(5) Never

STUDENT QUESTIONNAIRE (page two)

_____ 9. How does the instructor most frequently call on you?
(1) By name
(2) By pointing with hand
(3) By eye contact/looking directly at me
(4) Instructor never calls on me

_____ 10. Are there times when you raise your hand to ask a question or make a comment but do not get called on by the instructor?
(1) Once or twice
(2) Three or more times
(3) I am called on when I raise my hand
(4) I never raise my hand

_____ 11. Why do you think the instructor does not call on you when you raise your hand? (Select the one answer that best reflects your opinion.)
(1) Too many other students want to respond
(2) Others beat me to it
(3) Instructor does not see or hear me
(4) Instructor ignores me
(5) This situation never occurs

_____ 12. Are there times you want to participate in class by asking a question or making a comment but choose not to do so?
(1) Once or twice
(2) Three or more times
(3) Nearly every day
(4) No, because I participate when I want to
(5) I do not want to participate

_____ 13. If you have wanted to participate in class by asking a question or making a comment but did not do so, what was your reason for not doing so? (Select the one response that most closely corresponds with your feelings.)
(1) Felt insecure, inadequate, or uncertain
(2) Another student asked question or commented first
(3) Too many students in class
(4) Disagreed with instructor but chose not to speak out
(5) This situation never occurs

_____ 14. In your opinion, which students most frequently participate in class? (Select the one answer that best represents your opinion.)
(1) Those who are most knowledgeable or most interested in the subject
(2) Those who are seeking clarification or want more information
(3) Those who are trying to show off or get attention
(4) I have not noticed

_____ 15. In your opinion, which students ask the most questions and make the most comments in class?
(1) Male student(s)
(2) Female student(s)
(3) Male and female students equally
(4) Have not noticed

STUDENT QUESTIONNAIRE (page three)

_____ 16. How does the instructor react to the questions and comments you make in class?
(1) Encourages me to question or comment again
(2) Discourages me from commenting or asking a question again
(3) Neither encourages nor discourages me
(4) I never participate

_____ 17. In your opinion, how does the instructor react to opinions and comments given by other students in the class?
(1) Respects the opinions of students in this class
(2) Does not respect the opinions of students in this class
(3) Embarrasses or "puts down" students for their opinions
(4) I did not notice

_____ 18. Does your instructor use humor or make humorous references that you feel are offensive, embarrassing, or belittling to any individuals or groups?
(1) Never
(2) One time
(3) Occasionally
(4) Frequently

_____ 19. How often do students participate in this class by asking questions or making comments?
(1) Never
(2) Rarely
(3) Occasionally
(4) Frequently

Models for Action Planning

GENDER EQUITY IN VOCATIONAL EDUCATION:

ACTION PLANNING

1. You have been appointed to a task force charged with **developing a plan for increasing the role of instructors** in creating a sex fair environment and **encouraging "nontraditional" enrollments and placements** (females and males).

Documents for your review include:

A. Instructor's Role
B. What Do Students Need to Know?
C. Achieving Gender Fair Teaching: Teacher Checklist
D. Gender Equity Program Review Checklist.

Your task today is to develop recommendations for the role of instructors in promoting sex equity and describe how you would implement these recommendations.

Address the following questions in your discussion:

1. What should the institution expect from every instructor, regardless of program responsibilities, in its effort to create a gender fair environment and encourage nontraditional enrollments?

2. What is the role of the division chairperson in this effort?

3. Do different divisions have different kinds of responsibilities with respect to this effort? For example, which division(s) should take responsibility for incorporating gender equity related issues into the curriculum?

4. What do students need to know (work from (B) above)?

2. You have been appointed to a task force charged with **developing administrative standards**, policies and procedures for creating a sex fair environment and **encouraging nontraditional enrollments and placements** (females and male).

Documents for your review include:

E. Model Program for Achieving Gender Equity in a District
F. A Districtwide Needs Assessment
G. Gender Equity in Administration and Supervision

Your task today is to recommend standards, policies and procedures that cover all aspects of your district's operation. Begin with an overall standard of behavior to which you expect everyone hired by or attending the institution to adhere, and then recommend more specific policies and procedures that relate to instruction, support services, public relations, and staff development. Briefly describe your plan for implementing the above.

3. You have been appointed to a task force charged with the responsibility of **defining the role of support services** (regular student services and special services) in creating a gender fair environment and **encouraging nontraditional enrollments and placements** (female and male).

   Documents for your review include:

   H. Evaluating Student Services for Gender Equity
   I. Recruitment of Nontraditional Students
   J. Retention of Nontraditional Students
   K. Sexual Harassment of Students

   Your task today is to develop recommendations for the role of support services in promoting sex equity and encouraging nontraditional enrollments and placements. Discuss specifically what your relationship is to instructors in this effort.

The next step would deal on a more personal level regarding gender equity in vocational education; you may want to refer to situations described in your journals. The handout titled L: Assertiveness Situations can also be a resource.

Prepared by the Wisconsin Board of Vocational, Technical, and Adult Education

A: Instructor's Role in Encouraging Gender Equity

Recruitment

1. Develop course brochure and other promotional material that is gender fair and specifically encourages the "minority sex" to enroll in your program.
2. Work with your public information officer and the local media to feature "nontraditional" or "pioneering" students.
3. Work with others in your institution to offer "pre-enrollment" programs to encourage women or men to consider nontraditional occupations.

Creating a Classroom Environment that Encourages Sex Equity

1. Call on men as often as on women.
2. Make no differentiation on the basis of gender in the quality and quantity of time spent with students.
3. For male and female students, convey the same expectations, show the same degree of respect, and demonstrate the same degree of interest.
4. Use gender fair language, visuals, case studies, examples, humor, etc.
5. Treat men's and women's comments with the same degree of seriousness.
6. Pay particular attention to classroom interaction patterns during the first few weeks of class, and make a special effort to draw both men and women into the discussion. Participation patterns are likely to be established during this period, and often continue throughout the term.
7. Set aside part of a class session early in the semester for discussion of anxieties students might have about participating in class.
8. In addressing the class, use terminology that includes both men and women.
9. Notice whether the "feminine" or "masculine" style of a student's comment, question or response affects your own perception of its importance.
10. Ask both genders critical as well as factual questions.

Placement (These suggestions may be more appropriately directed at the institution rather than at the individual instructor.)

1. Assist students (or let them know where they can gain assistance) to develop excellent job seeking skills.
2. Encourage all students to expand their horizons with respect to job opportunities (they may not have to accept the first job they are offered).
3. Teach students how to negotiate for wages and salaries.
4. Help students to anticipate and deal with bias and discrimination on the job.
5. Provide students with information on equal employment opportunity and AA laws.

B: What Do Students Need to Know?

Gender Equity Related Issues in Vocational Education

Please Circle the Number That Most Closely Fits Your Opinion

(1) Critical (2) Very Important (3) Important (4) Not Very Important (5) Not at All Important

1	2	3	4	5	(A)	Data on the ecomonic status of men and women.
1	2	3	4	5	(B)	Technological and other changes in the workplace--potential impact on their lives.
1	2	3	4	5	(C)	Changing roles of men and women--impact on workplace.
1	2	3	4	5	(D)	Information related to families and work (dual career family issues, child care issues, etc.).
1	2	3	4	5	(E)	Information on harassment (sex, race, etc.). What it is, consequences, and what to do about it?
1	2	3	4	5	(F)	How to negotiate a salary and other skills for successful employment.
1	2	3	4	5	(G)	Appropriate assertiveness skills.
1	2	3	4	5	(H)	What one might expect in a "nontraditional occupation."
1	2	3	4	5	(I)	The influence of gender bias and stereotyping decisions, choices and interpersonal relations.
1	2	3	4	5	(J)	Gender fair language and reasons for using it.
1	2	3	4	5	(K)	Our own institutional policies and expectations with respect to gender equity.
1	2	3	4	5	(L)	Communication skills for working together productively.

Please add other gender equity related issues about which students should be aware.

Into which courses/programs should these issues be integrated?

C: Achieving Gender Fair Teaching: Teacher Checklist

As a vocational instructor, you serve as a model for your students; you can significantly affect students' attitudes and behavior. Use the following checklist to assess the model you are to your students.

In my teaching, I:	Always	Usually	Do Not
1. Provide the same course content for students of both genders.	____	____	____
2. Provide the same learning activities and projects for students (rather than different ones such as more labs for males, more seat work for females).	____	____	____
3. Set the same standards of behavior for all students in my classroom (i.e., attention, quiet, visiting, etc.).	____	____	____
4. Allow all students equal access to tools and equipment. (Same standards for use apply to students of both genders).	____	____	____
5. Encourage all students to be equally considerate and courteous of others (instead of men being chivalrous and women "ladylike").	____	____	____
6. Administer the same reprimands of disciplinary actions to students for misbehavior.	____	____	____
7. Avoid comparing men with women or vice versa in respect to classroom behaviors, attitudes and accomplishments (i.e. The women in this class are setting an excellent example).	____	____	____
8. Use gender free terms and occupational titles rather than gender-specific ones (i.e. "human" and "person" instead of "mankind," "man"; "policeman," "saleslady.")	____	____	____
9. Avoid stereotypic phrases as "boys will be boys" and "girls are like that."	____	____	____
10. Give equivalent attention to students of both genders (rather than more criticism for men, support for women, or vice versa).	____	____	____

C: Achieving Gender Fair Teaching: Teacher Checklist (continued)

	Always	Usually	Do Not
11. Establish a classroom environment so that harassment on basis of gender, race or handicap is unacceptable and does not exist.	____	____	____
12. De-emphasize competition on the basis of gender.	____	____	____
13. Expect a variety of academic preferences for both females and males instead of males to favor math and science, females to favor home economics, office work, nursing.	____	____	____
14. Establish the same safety and/or sanitation and dress requirements for all students (i.e., all students with hair a certain length wear hairnets, all students wear coveralls, etc.).	____	____	____
15. Establish and apply the same grading system to students of both genders (not allowing for one gender to be less capable).	____	____	____
16. Incorporate the topic of gender discrimination, stereotyping, and bias into regular course content and discussions whenever possible.	____	____	____
17. Provide information to students about expanding occupational and/or family activities for both genders in areas that have traditionally been considered appropriate for only one gender.	____	____	____
18. Assist both females and males in recognizing that their adult roles will probably include work, parenting, and homemaking.	____	____	____
19. Involve students in identifying examples of gender discrimination, stereotyping and bias in textbooks, curriculum materials, media, and other course-related materials as trade journals, job descriptions, and application forms.	____	____	____
20. Make an effort to change or supplement gender stereotyped instructional materials.	____	____	____
21. Write to publishers when materials I receive do not treat the sexes in a gender fair manner.	____	____	____

C: Achieving Gender Fair Teaching: Teacher Checklist (continued)

	Always	Usually	Do Not
22. Use resource people in the classroom who show changes in sex stereotyped roles (female machinist, male child care worker, male nurse, woman electrician, mother and father who both work outside the home, etc.)	____	____	____
23. Request anonymous student evaluations concerning any gender discrimination, stereotyping or bias they may feel exists in my classroom (see example in this resource guide).	____	____	____
24. Encourage students to correct me if I "slip" and use gender specific terms or sexist generalizations (i.e., telling a woman she did a man-sized job).	____	____	____

Parts of this questionnaire were adapted from Community Service Education Department, Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators. New York State College of Human Ecology, 1977.

D: Gender Equity Program Review Checklist

This checklist is intended to be used as a guide to reviewing programs for gender equity. Recommendations for improvement can then be based on the answers to the questions. In order to accomplish a thorough review for gender equity, a good share of these questions should be asked, although the format may need to be modified to fit your on-site review process. The list is not exhaustive. You may very well think of other, better questions.

Enrollment History: 3-5 year by gender

Findings: If there is a substantial underrepresentation of one gender or the other, and/or if there does not seem to be a trend towards more balanced enrollments, the following questions can be asked to determine whether efforts have been made to counteract gender bias, and recommendations developed if the answers to any of these questions is no.

Yes No

____ ____ 1. Do program brochures clearly reflect in language and visuals the participation of both females and males in the program?

____ ____ 2. Have feature articles appeared in local newspapers that highlight participation by the underrepresented gender?

____ ____ 3. Do relevant audiovisuals and public service announcements encourage both genders to enroll in the program, and occasionally feature the underrepresented gender?

____ ____ 4. Does the district offer a nontraditional pre-enrollment course or workshop that features this program as an option? (If you are not sure, check with your women's/career planning center.)

____ ____ 5. Do counselors and other relevant staff actively encourage both genders to consider enrollment in this program?

____ ____ 6. Are potential post high school and adult students made aware of the placement success and other benefits of this program?

____ ____ 7. Are potential students informed as to how to make up deficiencies, in math, for example, which might serve as a barrier to enrollment?

____ ____ 8. Are evening or weekend classes offered to meet the needs of adult students?

____ ____ 9. Is child care available?

____ ____ 10. Is public transportation available?

____ ____ 11. Does the instructor have a reputation for welcoming both females and males into her or his program?

D: Gender Equity Program Review Checklist (continued)

Retention/Attrition: 3-5 year history by gender

Findings: If there is a proportionally greater attrition rate for one gender or the other, the following questions can be asked, and recommendations developed if the answers to any of these questions is yes.

Yes No

____ ____ 1. Do reasons for this attrition rate reflect dissatisfaction with the instructor's treatment of or attitude towards the underrepresented gender?

____ ____ 2. Do reasons reflect a problem with the curriculum; i.e., one or more course assumes background and vocabulary that one gender is more likely to have than the other?

____ ____ 3. Do reasons reflect a child care or other logistical problem?

____ ____ 4. Do reasons reflect a problem with peer attitude and treatment?

____ ____ 5. Has a survey been conducted to determine why attrition is as it is, including questions related to gender equity concerns?

Placement: 3-5 year history by gender

Findings: If there is a proportionally greater placement rate and salary differentiation by gender, the following questions can be asked and recommendations developed if the answer to any of these questions is no.

Yes No

____ ____ 1. Have all students been provided with full information about placement opportunities?

____ ____ 2. Are instructors advised not to acknowledge employer requests for one gender or the other, but to encourage employers to consider both female and male candidates?

____ ____ 3. Are students given guidance as to how to negotiate a decent salary?

____ ____ 4. Has a survey been conducted to determine why the placement rate is skewed, with questions which would get at gender equity related issues?

D: Gender Equity Program Review Checklist (continued)

Curriculum

Findings: In order to find out whether the curriculum is free of gender bias, and attracts, and meets the needs of both females and males, the following questions can be asked, and recommendations developed if the answer to any of these questions is no; except in #4.

Yes No

____ ____ 1. Does the course content include projects and examples which acknowledge the presence of both genders in the field?

____ ____ 2. Is the language used to describe the course gender fair?

____ ____ 3. Are student views on the course content solicited and taken into account?

____ ____ 4. As a group, does either gender have disproportionately more trouble with beginning courses in the program (grades, request for assistance, and interviews with students may reveal this problem)?

____ ____ 5. Are issues related to gender equity incorporated into the course content?

For example:

Yes No

____ ____ a. Are students given the opportunity to discuss problems they might encounter in the work setting related to gender bias or discrimination?

____ ____ b. Are students given information on how to negotiate decent wages and take advantage of opportunities for upward mobility?

____ ____ c. Other

Instructional Resources

Findings: In order to determine whether resource materials are gender fair, the following questions can be asked and recommendations developed if the answers to any of these questions is no.

Yes No

____ ____ 1. Are texts and other print and non-print resources gender fair, i.e., language is neutral, uses he and she, and occupational visuals are neutral or reflect female and male participation in the occupational field. Derogatory illustrations are not used.

Yes No

____ ____ 2. As new texts and other materials are purchased, where a choice is available, are gender fair resources selected?

____ ____ 3. Where no choice exists, are gender biased materials discussed with students in an effort to minimize the influence of these biases?

Faculty

Findings: In order to assess the ability of faculty to provide a gender fair learning environment, the following questions can be asked, and recommendations developed if the answer to any of these questions is no.

Yes No

____ ____ 1. Have instructors received training in how and why to eliminate gender bias from instructional materials, methods and behavior?

____ ____ 2. Are instructors knowledgeable about the needs and characteristics of adult learners?

____ ____ 3. Do instructors use gender fair language, welcome both genders into their programs, and treat both genders fairly and equally?

____ ____ 4. Do instructors assume that performance is based on individual differences and not on a person's gender?

Students

Findings: If the range in performance is not the same for both genders, as indicated by grades, or if the attrition rate is disproportionate for either gender, the following questions can be asked, and recommendations developed for any no answer.

Yes No

____ ____ 1. Does course content take into account the background and experiences of both genders?

____ ____ 2. Is tutorial or other kinds of assistance available?

____ ____ 3. Do instructors use gender fair language, welcome both genders into their programs, and treat both genders fairly and equally?

____ ____ 4. Do instructors assume that performance is based on individual differences and not on a person's gender?

D: Gender Equity Program Review Checklist (continued)

Advisory Committee

Findings: In order to determine whether the advisory committee is cognizant of gender equity issues, the following questions can be asked, and recommendations developed if the answer to any of them is no.

Yes No

____ ____ 1. Has the advisory committee been inserviced on the need and efforts to achieve gender equity within the program?

____ ____ 2. Do minutes from advisory committee meetings reflect a concern for achieving gender equity?

____ ____ 3. Have both females and males been asked to serve on the advisory committee, so that as much as possible, membership reflects the participation of both genders?

E: Model Program for Achieving Gender Equity in a District

The following program is patterned, (in part), after the combined efforts of several districts to achieve gender equity. Resources to help you implement these activities are found elsewhere in this guide.

Gender Equity is Fostered Through:	*District Activities to Foster Gender Equity:*
1. Clear and visible commitment by top management and the district board.	1a. Present a district gender equity goal to the Board for approval - disseminate widely. Suggested Goal: "(name of district) will work towards the achievement of gender equity by integrating objectives and activities which foster gender equity into all facets of district operations within 3 years, and periodically assess the effectiveness of these activities.
	1b. Appoint a gender equity steering committee which has the responsibility for implementing the goal.
	1c. Establish a procedure to insure that all outside speakers use gender fair language in their presentations.
2. District public information (print, and non-print) which reflects broad participation by all females and males.	2a. Institute a planning and routing form for developing promotional materials which includes a checklist for bias free promotional materials.
	2b. Develop special print and non-print promotional materials which encourage females and males of a variety of races and ethnic groups to consider training programs nontraditional for their gender.
3. Inservice training and other professional growth activities which enable staff to identify gender bias and promote gender equity.	3a. Schedule periodic staff presentations and discussions with management team on gender equity. Offer staff inservice training; (all school or by divisions). Enable staff to take gender equity courses.

Model Program (continued)

4. Recruitment, counseling, pre-enrollment opportunities, services and flexible scheduling which increase access by all students to all programs (including programs dominated by one gender or the other).

4a. Use checkout "Sex Equity in Student Services" to examine practices.

4b. Offer pre-enrollment courses which specifically encourage men and women to enroll in programs nontraditional for their gender.

4c. Provide services and courses which address special needs of returning adult students (both the special needs of women and those of men and which assist students to stay in school (Child care services, support groups, transportation, loans and grants, etc.).

4d. Develop recruitment tools such as slide/tape programs, public service announcements, etc., which emphasizes men and women in a wide variety of programs.

4e. Integrate gender equity into all aspects of your Marketing Plan.

5. Curriculum and instructional materials which are gender fair.

5a. Integrate gender equity guidelines into comprehensive self-evaluation plan and especially, Phase II reviews.

5b. Establish a district wide policy and procedure for purchasing gender fair instructional materials where possible.

5c. Establish a district-wide policy and procedure for reviewing curriculum for gender fairness.

5d. Address gender equity goals and objectives at program advisory committee meetings.

6. Course content in each program which deals with gender equity related issues and helps students to deal with gender bias in the workplace.

6a. Incorporate learning materials which deal directly with gender equity related issues into appropriate courses within each occupational program (an addition to this resource guide will be developed to assist districts with this. Contact the Gender Equity Coordinator, if interested).

7. Staff attitudes and behavior which foster respect and trust for both genders regardless of their roles and ambitions.

7a. Survey students and staff.

7b. Develop inservice activities which promote this.

E: **Model Program** (continued)

	7c. Incorporate this expectation into performance appraisals.
8. Student Placement Services which insure equal placement opportunities and comply with legal mandates.	8a. Publish a policy on employer requests and other placement related issues. 8b. Discuss your district's commitment to gender equity informally and through formal presentations.
9. Accountability to top management for the achievement of objectives related to promoting gender equity.	9a. Involve each division, department, program and service in identifying needs and developing gender equity objectives and activities. 9b. Incorporates gender equity objectives into yearly goals, objectives and activities.
10 Professional development opportunities which help staff to become more upwardly mobile if they are so interested.	10a. Establish a tuition reimbursement plan for staff. 10b. Enable staff to participate in the many professional growth opportunities offered through the WBVTAE, including the Leadership Identification Program. 10c. Establish a local district Leadership Identification Program.

F: A District-Wide Needs Assessment
Summary of Activities for Expanding Student Options

Listed below are some activities that you may already be involved in - as well as some you may want to undertake. This list can serve as a planning tool for the implementation of the Gender Equity Directive. Mark the appropriate square: (1) Have not begun; (2) Just started; (3) Activity well underway; (4) Ongoing act; (5) Activity completed; Star (*) those with which you would like further assistance.

Activity	(1)	(2)	(3)	(4)	(5)	(*)
1. **Admission to Vocational Education Program**						
(a) Reviewed criteria for enrollment procedures, testing instruments, course descriptions and brochures.						
(b) Modified criteria, as necessary, to ensure equal access to all students.						
(c) Use vocational inventory tests that are free of gender-role stereotypes and are the same for both genders.						
2. **Enrollment Data**						
(a) Collected sufficient data to determine if vocational program has mixed or one-sided enrollment by gender (80% or more of one gender).						
(b) Undertaken efforts to achieve more balanced enrollments.						
3. **Curriculum Development**						
(a) Reviewed curriculum for gender bias, gender discrimination and sex-role stereotyping.						
(b) Revised curriculum to encourage gender equity.						
(c) Incorporated gender equity related issues into curriculum.						
4. **Instructional Materials and Activities**						
(a) Reviewed instructional materials and activities for gender bias.						
(b) Made efforts to order gender fair instructional materials and activities when new resources purchased.						
(c) Developed a procedure for purchase of instructional materials, using a checklist for gender equity. (Procedure is for - division - entire district).						
5. **Facilities**						
(a) Checked facilities and equipment for accessibility to all students.						
(b) Developed alternate approaches, where necessary, for facilities and equipment to accommodate all students.						

F: **District-wide Needs Assessment** (continued)

Activity	(1)	(2)	(3)	(4)	(5)	(*)
6. **Students Attitudes**						
(a) Utilized nontraditional speakers.						
(b) Provided opportunities for students to explore problems of gender bias and sex-role stereotyping in education and in the work world.						
(c) Increased students awareness of their own gender biases.						
7. **Student Organizations**						
(a) Checked membership to determine if both females and males are involved in student organizations						
(b) Taken active steps to attract mixed membership to participate in student organization.						
(c) Conducted organizational activities that focus on overcoming gender bias and sex-role stereotyping.						
8. **Job Placement**						
(a) Maintained contact with employers to sensitize them to gender bias, gender discrimination and sex-role stereotyping in hiring practices.						
(b) Assigned cooperative work experience students and/or work study students on the basis of student ability and interest, not on the basis of gender.						
(c) Promoted expanding options idea when placing cooperative students and program completers in employment.						
9. **Staff Development**						
(a) Participated in staff development activities which involved identifying and correcting gender bias, gender discrimination and sex-role stereotyping.						
(b) Participated in inservice activities to understand what attitudes and actions contribute to limiting student options.						
(c) Developed action strategies to promote gender equity.						
10. **Advisory Council**						
(a) Included a representative number of men and women who are sensitive to the needs of all students regardless of gender.						
(b) Inserviced Advisory Council members on their role in encouraging gender equity.						
(c) Involved members of Advisory Council in providing assistance to promote expanding options for students in the work world.						

F: District-wide Needs Assessment (continued)

Activity	(1)	(2)	(3)	(4)	(5)	(*)
11. **Outreach to Community**						
(a) Informed parents, patrons, civic groups and employers about expanding vocational options for students and efforts to eliminate gender bias.						
(b) Requested assistance from above groups to support school activities toward expanding options for students.						

Additional Activities

G. Gender Equity in Administration and Supervision

A "yes" answer to the following questions indicates that the administration is actively working towards the achievement of gender equity. A "to some degree," "no" or "I don't know" answer indicates areas which need attention.

	Yes	To Some Degree	No	I Don't Know
1. Administration follows equal employment opportunity (EEO) guidelines in the employment of vocational education personnel	___	___	___	___
2. Administration initiates inservice training designed to change attitudes and behaviors that perpetuate gender stereotyping and bias among teachers, counselors, students and parents.	___	___	___	___
3. Administration establishes and encourages standards governing the use of gender fair texts, materials, counseling and testing procedures.	___	___	___	___
4. Administration establishes procedures for describing and communicating to the community that all programs are available to all students irrespective of gender.	___	___	___	___
5. Administration has identified and is eliminating conditions that could limit students' access to vocational programs (scheduling, prerequisite courses, course descriptions and titles, counseling procedures).	___	___	___	___
6. To the best of its ability, Administration provides for adequate facilities, maintenance of equipment, instructional and resource materials for existing and projected vocational programs in order that both genders will have an equal opportunity to participate.	___	___	___	___
7. Administration assures equal access to coop and work/study slots for both females and males.	___	___	___	___
8. Administration assures that females and males placed in work/study and cooperative training programs earn equal pay for doing the same job for the same firm.	___	___	___	___
9. Administration establishes job placement policies and practices which are in compliance with Title IX. Employers are encouraged to interview both female and male students for employment.	___	___	___	___
10. Administration strives to include both genders in approximately the same number on Program Advisory Committees.	___	___	___	___

H: Evaluating Student Services for Gender Equity

This form is designed to help you to evaluate your Student Services program for gender equity. A "no" answer indicates that changes need to be made to achieve gender equity.

Yes No

___ ___ 1. Student Services staff have examined their own biases and assumptions about the roles of men and women, and the participation of both minority and nonminority women and men in the work force.

___ ___ 2. Student Services staff have been trained to keep their own biases and stereotypes from interfering with their treatment of students and other staff, including administrative support staff.

___ ___ 3. Student Services staff have received information on the legal aspects of harassment on basis of race, gender, or national origin, age or handicapped condition.

___ ___ 4. Student Services staff have received training on how to deal with harassment and how to help students deal with it.

___ ___ 5. Descriptive materials relating to counseling and guidance services make it clear that all services are available to every student regardless of gender, race, or handicap.

6. Manuals, procedural guidelines and/or other documents outlining the responsibilities of counselors or guidance personnel:

___ ___ a. Clearly state the responsibilities of personnel for the provisions of counseling which does not discriminate on the basis of gender, race, or handicap;

___ ___ b. Provide technical or procedural information which is free of gender biased language or biased/stereotyped examples.

___ ___ 7. Students are encouraged to consider a variety of both "traditional" and "nontraditional" occupations programs and to select programs on the basis of their interests and abilities, and accurate information about job opportunities rather than on the basis of gender. Staff does not create artificial barriers based on gender.

___ ___ 8. Counseling and recruitment materials available to students are free from implications, either in text, language or illustrations that certain academic, career, or personal choices are more appropriate or "realistic" for students of one gender than the other.

___ ___ 9. Students in programs nontraditional for their gender or race frequently speak to perspective students considering these programs.

H: Evaluating Student Services for Gender Equity (continued)

Yes	No	
___	___	10. Students who are enrolled in nontraditional programs or courses are provided with assistance in coping with peer pressure and other problems which commonly arise (lack of self-confidence, etc.).
___	___	11. Role models in nontraditional occupations are available to students, especially during recruitment, and high school relations work.
___	___	12. Students are given assistance in coping with peer pressure that accompanies entrance into a nontraditional occupation.
___	___	13. Special efforts are made to eliminate gender-biased images of certain jobs.
___	___	14. Student Services staff is fully informed of the changing nature of the workforce, and the implications for all students.
___	___	15. Assistance is provided to all students to "sell" themselves and their abilities to future employers.
___	___	16. Student job placement referrals are based upon basic requirements for the job vacancy not on basis of gender, even if an employer so requests.
___	___	17. All cooperating employers are Equal Opportunity Employers.
___	___	18. Business and industry are utilized to upgrade career information, develop career fairs, and establish field trips to inform all females and males about opportunities for employment in nontraditional occupations.
___	___	19. All tests or instruments used for the appraisal, evaluation or placement of students do not discriminate against students on the basis of gender, race or handicap, nor do they perpetuate bias and stereotyping.
___	___	20. Staff has received training on how to evaluate tests for bias, and on where they can purchase bias free testing material.

I: Recruitment of Nontraditional Students

Although Title IX forbids gender segregation in traditional curriculum areas such as home economics and trade and industry, many schools have found that just removing gender restrictive titles does not change enrollment patterns. Students remain bound by their own role expectations and ignorance of the full range of educational and career possibilities. They need repeated encouragement and support as well as good reasons to try something outside of their original expectations. Here are some of the many ways counselors, administrators, and instructors can encourage students to consider occupational training programs that have traditionally been dominated by the other gender.

Teams for Nontraditionals. Create a support network for students in nontraditional programs. See "How to Implement Support Services for Nontraditional Students," a resource guide available through Women's or Career Planning Centers or Gender Equity Coordinators.

Introductory Courses. All students can be encouraged to regard the beginning classes in any area as an opportunity for exploration. Course descriptions and related publicity materials can be written to emphasize this aspect, inviting students to enroll who might not ordinarily do so because of gender, race, ethnicity, social class or other characteristics different from the "norm" student in that program. Teachers should encourage such exploratory enrollments and provide special assistance to students who may not share the informal background in the skill area of the typical enrollee.

Orientation Programs. As a part of the regular orientation for new students, emphasize that female and male enrollments are welcome in all areas of the school. Any introductory audiovisual materials should portray both females and males as students, workers, and teachers. Written materials also should not give the impression that the program is only for one gender. One section of the orientation could deal with gender stereotyping.

Tour of the Facilities. An area of the school that has been predominately single gender for years may be forbidding territory to members of the opposite gender. Frequently, a major barrier to a nontraditional enrollment is the simple fear of the unfamiliar. This problem can be handled through the use of a guided tour of the facilities for potential enrollees.

Guidance and Counseling. For many students, the only source of information about programs is a brief visit with the guidance counselor. Unfortunately, the counselor is often overworked and underinformed about vocational education programs and related occupations. Without adequate information about expanding career possibilities for both genders, the counselor can unwittingly perpetuate gender bias in relation to the world of work. Guidance materials--promotional pamphlets, etc.--that treat men and women nonstereotypically should be evident in the office.

Adapted from Fostering Sex Fairness in Vocational Education: Strategies for Administrators by JoAnn M. Steiger and Sue H. Schlesinger. Columbus, OH: National Center for Research in Vocational Education.

J: Retention of Nontraditional Students

Many nontraditional students discover interest in and aptitude for a subject but decide that the ridicule and harassment they suffer is not worth it. On the one hand, the nontraditional student has to be realistic about potential problems on the job that are foreshadowed by harassment from peers and, occasionally, instructors. On the other hand, it is possible to strengthen a student's will to succeed. Positive steps can be taken to help a student withstand these pressures and can result in an improved retention rate for nontraditional students. These include the following:

Teacher Training. All vocational education teachers should receive inservice training in dealing with gender bias and sex stereotyping. Many times a male vocational education teacher is credited with being the key person in a woman's decision to pursue a nontraditional career.

Scheduling. When possible, schedules should be arranged so that several students of the nontraditional gender are in the same class. The more there are, the fewer the problems. There are tremendous pressures on a lone woman or man in a class. A small group provides both companionship and mutual support for its members and makes the enrollment of members of the opposite gender seem more "normal" to the majority group.

"Break-In" Classes. One of the major problems nontraditional enrollees face is lack of familiarity with terms, tools, and conventions. Special introductory briefing sessions at the beginning of the semester can go far toward eliminating this stumbling block and can help prevent early dropouts.

Supportive Counseling. Particularly in cases in which a single student is pioneering a nontraditional enrollment, the ready availability of a supportive counselor is crucial. The student may be facing extraordinary emotional stress in early weeks and months and may need sympathy and encouragement. The counselor can also serve as an intermediary with the teacher if problems arise.

Physical Training. Girls and women who are seriously interested in careers that require certain kinds of physical strength and endurance, including many of the jobs in the skilled crafts, may need special physical training programs, particularly in building upper body strength. Programs focused on placing adult women in traditionally male jobs have found that a physical fitness program is an essential component of vocational preparation.

Environment. Bulletin boards, audiovisual materials, and text-books should all be free of sex role stereotyping.

Role Models. It is crucial to provide students with models to re-enforce their choices. Nontraditional teachers, guest speakers, and older students from areas formerly reserved for one gender can all be helpful.

Support Groups/Brown Bag Lunches. Students often find a need to discuss their concerns and progress with other nontraditional students. Survey all those in nontraditional programs to see if there is enough interest and need in setting up a support group.

Adapted from Fostering Sex Fairness in Vocational Education: Strategies for Administrators by JoAnn M. Steiger and Sue H. Schlesinger. Columbus, OH: National Center for Research in Vocational Education.

K: Sexual Harassment of Students

Numerous studies report similar findings: sexual harassment of women and to a lesser degree of men by employers, supervisors, administrators and faculty is much more prevalent than many would estimate! Various surveys of women employed in business and government report the following similar findings: 90% of women responding say they have observed sexual harassment, 70% have experienced it and 50% have quit a job or been fired because of it.

What about the world of education--does sexual harassment exist there? Numerous studies indicate that it does. Based upon the results of a national "Call for Information on the Sexual Harassment of Students" by the National Advisory Council on Women's Educational Programs, several categories of sexual harassment were identified. All categories of sexual harassment impair students' ability to fully benefit from their education by creating an unfavorable climate or limiting their educational opportunities. The categories include:

1. Generalized sexist remarks or behaviors which include: indicating one gender is not as capable as the other, telling off-color jokes, making suggestive comments, leering, ogling. This creates an uncomfortable, dehumanizing, anti-female or anti-male climate which restricts or interferes with a person's educational opportunities.

   > "As a female, I'm made to feel so uncomfortable in his class that I have a hard time concentrating on the content of the lecture."

2. Inappropriate and offensive sexual advances that are often accompanied by suggestive remarks and/or touching. Such actions often result in the student's purposefully avoiding the person so as to evade the discomfort of being approached and thus limiting or interfering with the person's education.

   > "I'm very careful not to be alone in the same room with him."

The National Advisory Council on Women's Education Programs Proposed Definition of Illegal Sexual Harassment Under Title IX is: **Objectionable emphasis on the sexuality or sexual identity of a student by (or with the acquiescence of) an agent of an educational institution when . . .**

1. The objectionable acts are directed toward students of only one gender, and

2. The intent or effect of the objectionable acts is to limit or deny full and equal participation in educational services, opportunities or benefits on the basis of gender, or

3. The intent or effect of the objectionable acts is to create an intimidating, hostile, or offensive academic environment for the members of one gender.

Previous case law implies that a violation of the Title IX could be established if:

- The initiator was an employee or agent of the institution;
- The initiator was in a position to condition the academic position, success, or climate of the victim;
- The sexual harassment involved a victim or victims of only one gender; and
- The institution did not provide prompt remedial and/or corrective action once it had actual or constructive knowledge (i.e., that it knew or should have known) that an act or acts of sexual harassment had taken place.

It also appears that the sexual harassment of a student by other students may trigger institutional liability if:

- The act or acts interfere with the learning environment;
- They are directed at students of only one gender; and
- The institution takes no remedial or corrective action despite having actual or constructive knowledge of the sexual harassment.

L: Assertiveness Situations

1. You have just told your supervisor that you would like to begin a teacher support group, and he/she replied: "I really don't think that's necessary. Your relationships are just fine."

2. You have just made your opening remarks to your first workshop, and a participant in the audience shouts, "That's a lot of bullshit."

3. To male: Teacher X walks into your office, laughs knowingly, and says, "I see you're really getting into the women's thing. How'd they rope you into it?"

4. To anyone: You know minority women have it made with affirmative action - being both a minority and a woman.

5. To a white woman: Why aren't minority women involved in your women's support group or organization?

6. To woman: Teacher X stops you in the hallway and says, "I really like what you're doing in career development. You know you're just not like those women's lib types."

7. Teacher X walks into your office and with concern says, "I know you're very much interested in the whole sex role thing but we really do have more serious concerns--racism is the big issue in this school." (Or: Reverse the situation or have participants add their own institution's "big issue.")

8. You, a female, have just made a recommendation at the faculty meeting about an issue that concerns you, but it is passed over.

9. Do number 8 plus: Five minutes later, the same recommendation is made by a male, responded to, and voted on.

10. You've asked the male chair of a department why there are so few women who chose the field. He responds, "We've tried, but women just aren't interested in this area."

11. Male to female: You know, I think if "women's lib" people would just have a little more humor, they'd get a lot further. They're too deadly serious all the time.

12. Male department chair to female faculty: "You shouldn't worry so much about how much you are making - you have a husband with a more than sufficient income."

Add your own.

Source: Project BORN FREE, University of Minnesota.

WISCONSIN MODEL FOR SEX EQUITY IN CAREER AND VOCATIONAL EDUCATION: OVERVIEW

The goal of vocational sex equity is to create a school environment that promotes educational equity and supports expanded choices for all. To date, nearly all efforts to create a sex-fair school environment have centered on staff development.

The Wisconsin Model for Sex Equity in Career and Vocational Education addresses staff development as well as six other major strategies, from affirmative guidance to parent and community involvement. By taking a synergistic approach, the model integrates equity efforts into an organized whole. Thus, equity becomes a common thread woven into the entire educational process.

One characteristic that makes the Wisconsin Model unique is the attention that it places on student competencies. This key element encompasses the entire program. The success of the program is determined by how well it serves the students.

In addition, the model's inherent flexibility enables school district personnel to tailor their equity program to accommodate local needs and conditions, and its design is organized to occur over time.

Phases of the Wisconsin Model

The Wisconsin Model for Sex Equity in Career and Vocational Education describes a logical, sequential process to help school district staff assess, plan for, and implement a sex-equity program. The model segments the process into five phases, as follows:

Phase I: Building Commitment and Direction. This phase provides the basis for equity planning, rationale, and mission. It also explains how the Wisconsin Model can be used in the local school district. It is important to establish commitment and understand how the model will help the school plan for equity.

Phase II: Assessment. The assessment phase profiles equity in the local district by examining collected enrollment data and staffing information along with student and staff surveys designed to focus on sex equity knowledge and skills. Through analysis of the data, the equity planning team draws conclusions and develops needs statements that accommodate local needs and conditions. This is a critical step in building an effective program at the local level. The assessment phase establishes a baseline against which future progress and success can be measured.

Phase III: Planning. This phase uses the needs statements from the assessment to build the equity plan for the local district. After reviewing possible sex equity strategies, student competencies, and school actions, the planning team maps out a plan for change. Objectives, activities, and timelines then are built into the local sex equity plan.

Phase IV: Action. The action phase implements the local plan. Specific activities in the plan are initiated and their progress is monitored. Management techniques and implementation tips are included to ensure a successful program.

Phase V: Evaluation. This phase examines the changes that have occurred. Enrollment changes and other results of sex equity efforts are monitored for a comprehensive evaluation. A variety of evaluation strategies are included for use throughout the process.

While some phases may appear to be more substantial than others, all are equally important. Each phase builds upon the preceding one to provide strength, continuity, and direction to the equity program and to increase equity awareness and understanding among administrators, teachers, support staff, and students.

Basic Steps to Developing a Plan

Collectively, the basic steps within these phases form a map of how the local equity program unfolds. Some steps may be carried out concurrently, such as gathering statistical information and conducting surveys. However, most depend upon the groundwork laid in previous steps.

How to Implement the Equity Program

Establishing an atmosphere of sex equity in the school curriculum and environment takes careful, deliberate planning. The best way to undertake this task is to convene an equity planning team that

- consists of members who are interested in equity and are willing to work toward an equitable school environment;
- is as representative as possible of the school district population; and
- includes individuals who have experience in program planning, research, survey procedures, and writing.

Consider composing the equity planning team of a mix of individuals.

- eight to ten people
- a balance of K-12 personnel
- a balance of female and male members
- a balance of representatives of the local district's racial/ethnic groups
- representatives from community vocational and general education teachers
- representatives of administrators, counselors, and teachers

Depending on the local district policies and conditions, parents, students, school board members, and community members also could serve on the planning team.

The equity planning team assists in the needs assessment process and in the development and implementation of the local equity plan. Team members promote commitment to equity and establish a positive environment for school staff to address this program. The planning team can serve as an important link to school staff in carrying out the program.

The coordinator of the district's sex equity program is responsible for facilitating and guiding the planning team through the program's five phases. The coordinator's duties also may include assisting in selecting equity work group members, serving as program liaison within the district, and taking responsibility for completing the program activities.

The coordinator might be the local vocational education coordinator (LVEC), director of curriculum, principal, assistant principal, or another staff member who has administrative-level responsibilities.

The size and number of equity planning teams can vary with the size of the school district. In a small school district, having one planning team would be the most efficient and effective method of developing and implementing the equity program. However a larger district or a consortium of districts may need to form several planning teams led by a steering committee.

Responsibilities of the Local Equity Planning Team

1. *Act as liaison to all district staff by*

   assisting staff by providing information about equity assessment and planning.

   familiarizing staff with equity issues, concerns, and goals.

   explaining to staff the steps in the needs assessment and planning process.

2. *Assist with needs assessment by*

   helping distribute and collect the surveys.

   tabulating survey data.

   analyzing survey data using analysis worksheets and guide sheets.

   determining needs statements.

3. *Develop and implement the local sex equity plan by*

   determining program objectives based on the needs statements to develop the local equity plan.

   selecting appropriate strategies and activities, and establish a timeline for implementing the equity plan.

Charting a Course

The first order of business for the equity planning team is to develop a framework from which to depart. The following table provides a suggested framework with timelines that will help guide the team in developing a blueprint for its district. Note that Phases I through III are conducted the first year of the program, and phases IV and V are carried out the following years.

Suggested Program Framework

Phase	*Task*	*Time/Month*
I: Building Commitment and Direction	Make a Commitment	January- August/September
	• Develop understanding of the program	
	• Plan for involvement during the next school year	
	• Obtain approval from appropriate groups (i.e., administration, school board, school district research committee)	
	• Organize the Equity Planning Team	
	• Select an Equity Planning Team leader (local vocational education coordinator, director of curriculum, or other management-level person)	
	• Develop understanding of equity issues	
II: Assessment	Plan the Assessment	
	• Review the assessment instruments	
	• Determine who will collect the assessment data and how it will be collected	September
	Conduct the Assessment	
	• Collect enrollment and staffing pattern data	September
	• Conduct student and staff surveys	September-November
	• Process data	November
	• Analyze assessment information	November-January
	• Determine local needs using the analysis guide sheets	February
III: Planning	Build the Local Sex Equity Plan	March-April
	• Identify goals and select priority objectives, strategies, and activities	
	• Review potential strategies and activities	
	• Determine a realistic implementation timeline and appoint a responsible person or group	
IV: Action	Implement the plan in your district based on	Ongoing-- as program is implemented
	• What has worked?	
	• What changes can be identified?	
	• What needs to be improved?	

From Wisconsin Model for Sex Equity in Career and Vocational Education, Barbara A. Bitters and Susan Foxwell, Wisconsin Department of Public Instruction, 1990.

Evaluation and Resources

Unit 5

Unit 5 *EXPLORING SELECTED EQUITY TOPICS AND ISSUES*

Objectives	Content	Teaching Strategies	Resources
To explore selected topics/ issues related to gender equity	Study groups research reports	Students determine and conduct strategies–role playing, presentations, etc.	• Student generated
To further identify the role of vocational educators in achieving gender equity	Updates on other course projects		• *Course Effectiveness Questionnaire*
		Administer course post-test	• Instructor generated post-test

Unit 5 Suggestions for the Instructor

- This unit is based on students' presentations on selected equity topics researched for the Small Group Assignment.
- A course evaluation is included here. You may want to administer a post-test, as well.

GENDER EQUITY COURSE EFFECTIVENESS QUESTIONNAIRE

Directions: As part of my effort to evaluate the effectiveness of this course, I would appreciate your completing this questionnaire. You need not indicate your name.

Participant Expectations

1. Participants in courses have individual purposes for attending. Please recall your major objective(s) for attending this course and answer the following questions:

   a. What specific aspects of the course experience contributed to your achieving your personal objective(s)?

   b. What aspects of the experience, if any, detracted from your achieving your objective(s)?

   c. In general, were your personal objective(s) accomplished?

5	4	3	2	1
Very much	Quite well	Somewhat	Hardly	Not at all

Benefits

2. Briefly indicate the one or two major personal benefits you have gained as a result of participation in this course.

3. Can you envision any benefits accruing to your organization or institution? If so, please describe.

GENDER EQUITY COURSE EFFECTIVENESS QUESTIONNAIRE (page two)

4. Was your involvement worth the time and effort?

Yes ( )　　Undecided ( )　　No ( )

5. List two or three insights or pieces of information you gained from the course.

6. What have you observed about your interactions with students, staff, and/or family in relationship to gender equity or gender bias, that you might not have noticed prior to taking this course?

7. Observations between students and/or between other staff?

8. Which aspects of the course (discussion, resource materials, film, videotape, presentations) have been most helpful and/or interesting to you? Please be as specific as possible. Which aspects would you recommend we eliminate?

GENDER EQUITY COURSE EFFECTIVENESS QUESTIONNAIRE (page three)

Course Objectives: Please indicate the extent to which the course objectives were met.

9. To clearly state the positive results that addressing gender equity can have on students and staff.

____ (a) objective met very effectively
____ (b) objective met but some improvements are needed
____ (c) objective met adequately, but many improvements are needed
____ (d) objective not met

10. To review existing sex role expectations and their social, economic and physical impact on people, particularly in the work place.

____ (a) objective met very effectively
____ (b) objective met but some improvements are needed
____ (c) objective met adequately, but many improvements are needed
____ (d) objective not met

11. To apply the definition of gender equity, gender bias, sex role stereotyping, gender discrimination and other related terms to actual examples in your community and educational agency.

____ (a) objective met very effectively
____ (b) objective met but some improvements are needed
____ (c) objective met adequately, but many improvements are needed
____ (d) objective not met

12. To examine how our environment has shaped our own attitudes and behavior.

____ (a) objective met very effectively
____ (b) objective met but some improvements are needed
____ (c) objective met adequately, but many improvements are needed
____ (d) objective not met

13. To identify trends in business and industry that support the need to achieve gender equity.

____ (a) objective met very effectively
____ (b) objective met but some improvements are needed
____ (c) objective met adequately, but many improvements are needed
____ (d) objective not met

14. To identify policies and practices that foster gender equity in vocational education.

____ (a) objective met very effectively
____ (b) objective met but some improvements are needed
____ (c) objective met adequately, but many improvements are needed
____ (d) objective not met

GENDER EQUITY COURSE EFFECTIVENESS QUESTIONNAIRE (page four)

Read each statement carefully.
Circle 1 if you **strongly agree** with the statement.
Circle 2 if you **agree** with the statement.
Circle 3 if you **disagree** with the statement.
Circle 4 if you **strongly disagree** with the statement.

	SA	A	D	SD
15. The arrangements, i.e., the preliminary information, physical facilities, etc., were adequate.	1	2	3	4
16. The time allotted for the course was sufficient to achieve the stated objectives.	1	2	3	4
17. The resource people were appropriate for meeting the course's objectives.	1	2	3	4
18. Practical, reality-oriented information was presented.	1	2	3	4
19. Speakers provided sufficient opportunity to respond and to ask questions.	1	2	3	4
20. Materials/techniques/methods presented were appropriate to meet the objective.	1	2	3	4
21. Materials/techniques/methods presented are or will be of direct value to me in my work.	1	2	3	4
22. The overall quality of the course was satisfactory.	1	2	3	4

Please answer the following questions briefly.

23. What were the strengths of the course?

24. What were the weaknesses of the course?

RESOURCES--BOOKS

Basow, Susan A. *Gender Stereotypes: Traditions and Alternatives*. 2nd ed. Pacific Grove, CA: Brooks/Cole Publishing Company, 1986.

Berger, Gilda. *Women, Work and Wages*. New York: F. Watts, 1986.

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Gutek, Barbara A. *Sex and the Workplace*. San Francisco: Jossey-Bass, 1985.

Hite, Shere. *The Hite Report: Women and Love: A Cultural Revolution in Progress*. New York: Knopf, 1987.

Kimball, Gayle. *50-50 Parenting: Sharing Family Rewards and Responsibilities*. Lexington, MA Lexington Books, 1988.

Klein, Susan S., ed. *Handbook for Achieving Sex Equity through Education*. Baltimore: The Johns Hopkins University Press, 1985.

RESOURCES--BOOKS (continued)

Maggio, Rosalie. The Nonsexist Word Finder: Dictionary of Gender-Free Usage. Phoenix, AZ: Oryx Press, 1987.

Martin, Molly, ed. Hard-Hatted Women: Stories of Struggle and Success in the Trades. Seattle, WA: Seal Press, 1988.

McCune, Shirley and Martha Matthews. Building Sex Equity in Vocational Education: An In-Service Training Program. National Foundation for the Improvement of Education. Curriculum Publications Clearinghouse, 1980.

Moore, Lynda L. ed. Not as Far as You Think: The Realities of Working Women. Lexington, MA: Lexington Books, 1986.

Neufeld, Rose. Exploring Nontraditional Jobs for Women. NY: Rosen Publications, 1987.

Omilian, Susan M. Sexual Harassment in Employment. Wilmette, IL: Callaghan, 1987.

Opportunity 2000: Creative Affirmative Action Strategies for a Changing Workplace. Washington, DC: U.S. Department of Labor, 1988.

Pogrebin, Letty C. Growing Up Free. New York: McGraw-Hill, 1980.

Project on the Status of Women. The Classroom Climate: A Chilly One for Women? Washington, DC: Association of American Colleges, 1982.

_______._______. Out of the Classroom: A Chilly Campus Climate for Women? Washington, DC: Association of American Colleges, 1984.

Promoting Self-Esteem in Young Women: A Manual for Teachers. Albany, NY: The State Education Department, 1987.

Romer, Nancy. The Sex-Role Cycle: Socialization from Infancy to Old Age. New York: Feminist Press, 1981.

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RESOURCES--AUDIOVISUALS

Building Lives--A Documentary About Empowerment
Portrays the personal accounts of three women who journey into the male-dominated world of construction. These women, who formed their own construction company, speak of their struggles and triumphs. Their students, as well as themselves, describe what it has meant to them in their lives to learn construction skills ranging from fixing a broken step to building structures as big as a house. (28 min., Building Lives Production)

Can Working Women Have It All? A Phil Donahue Show
Can women combine successful careers with successful home lives and not die of exhaustion in pursuit of superwomanhood? Phil Donahue and his panelists explore the issues confronting today's women and the choices they must make. (28 min., Films for the Humanities & Sciences, Inc.)

Changing Families
Describes current family forms (dual-earner couples, single parents, stepfamilies, increasing ethnic minority families) and changing gender roles in the family (role-sharing and father involvement). (33 min., California State University, Resources in Gender Studies)

Choices
Designed to stimulate discussion among counselors, parents and students regarding career planning, occupational choice, and gender issues. A drama features students who must confront individual problems caused by gender inequity. (23 min., Vocational Education Section, Purdue University)

Free to Be You and Me
A classic animated story by Marlo Thomas and Friends. Shown in the context of family relations, this video is appropriate for both parents and children. Looks at gender role stereotyping and the personal problems this causes. Themes are being yourself, allowing feelings and showing emotions. (45 min., Children's Video Library)

Go For It!
Nine women in Alaska talk about what it's like working in an occupation where co-workers are predominantly male. They explain their training, the type of work they do and why they chose it, and the rewards they experience from it. Each demonstrates the importance of commitment, perseverance, on-the-job training, apprenticeships, and a willingness to try new things. (28 min., Alaska Department of Education)

Heroes and Strangers: A Film About Men, Emotions and the Family
Chronicles the attempts of two young adults, a man and a woman, to break through the silence with their fathers. The process not only significantly alters their personal relationships, but reveals to the audience the complex social and economic forces affecting the role of men in the family. (29 min., New Day Films)

I Can!

Shows the emotional and career adjustments required when tragedy alters one woman's life. Viewers learn how she determined her marketable skills and found a job. (30 min., JIST Works, Inc.)

Impossible Dream!

A humorous look at the double work load of women everywhere. Answers the questions: How would you like to work at two full time jobs but be paid for only one? How would you like your wages for the paying job to be less than what's paid to others who do the same work? (8 min., Lucerne Media)

Job Interview

Shows a role reversal as three women interview the first man to apply for the position of firefighter, a traditional female occupation. An interview format effectively "turns the tables." (11 min., Women in Fire Suppression)

Just Between Sisters

This video with supplementary materials introduces minority women who present their nontraditional jobs as exciting new options. (29 min., Futures Unlimited)

Killing Us Softly: Advertising's Image of Women

Using hundreds of ads from magazines, newspapers, album covers and storefront windows, this film produces a concise and important analysis of a $40 billion industry that preys on the fears and insecurities of every consumer in America. (30 min; Cambridge Documentary Films, Inc.)

Making Points

Points up sex role stereotyping in a clever way. A group of boys are interviewed on a basketball court about their life goals. They respond by repeating answers that girls originally gave to the same questions. Good with teen and adult audiences. (11 min., Direct Cinema Limited)

Man Oh Man

Growing up male in America and the masculine mystique undergo a refreshing reappraisal in this engaging survey of the world of men. A lively dialogue between fact and fiction guaranteed to spark audience interest and stimulate discussion. (18 min., New Day Films)

Men's Lives

Explores male socialization. Young boys, teenage boys and grown men from varied backgrounds describe assumptions about work, women's roles, competition and success. Use with high school to adult. (43 min., New Day Films)

On Equal Terms

When it comes to male and female roles, we live in a society that has definite social regulations. This video promotes awareness of gender equity as an issue for both genders, and explores nontraditional occupations and comparable worth. (30 min, Northeastern Wisconsin In-School Telecommunications)

Positive Images: Portraits of Women with Disabilities
This video is designed to provide positive, realistic pictures of the lives of women with disabilities and the social, economic, and political issues they face. (58 min., Women Make Movies)

Poverty Shock
This documentary portrays several real life situations in which a mother's previous life style has been severely disrupted by divorce, teenage pregnancy, loss of husband's income, etc. Most of these women are unprepared to support themselves and must rely on welfare, peer support, loans or gifts. An eye-opening experience for young women who believe that after marriage they are taken care of for the rest of their lives. (30 min., Northeastern Wisconsin In-School Telecommunications)

Reading, Willing and Able...To Be Me
Learning coping skills, building support systems and working on personal growth. Self esteem values clarification, sexuality, marriage, family, assertiveness and rights of the disabled are illustrated through real life situations. One of three. (30 min., Vocational Studies Center, University of Wisconsin-Madison)

Reading, Willing and Able...To Be Independent
Stresses career assessment, work values, personality profiles, job opportunities, nontraditional careers, exploring jobs, education and training, setting goals and making decisions as experienced by women who have lived through these processes and achieved success. One of three. (30 min., Vocational Studies Center, University of Wisconsin-Madison)

Reading, Willing and Able...To Be Employed
Deals effectively with how to tell an employer about your disability, searching for a job, resume preparation, interviewing, and protecting your rights as a disabled woman. All from the perspective of the woman with a disability. One of three. (30 min., Vocational Studies Center, University of Wisconsin-Madison)

Sending the Right Signals: A Training Program about Dealing with Sexual Harassment.
Video, training guide, and student manual teach young people to achieve a harassment-free environment. (Project TIDE, Jersey City State College)

Sex Equity in the College Classroom
Provides an introduction to the subtle classroom inequities that occur in teacher-student and peer interaction. The Sadkers recommend that the videotape be followed up with an instructional workshop designed to teach classroom observation skills. (30 min., NAK Productions)

Sexual Harassment is Bad Business
Examines the laws governing sexual behavior in the workplace: liability, the complexities of compliance, and the consequences of ignoring this volatile issue. (22 min., J.M. Glasc, Inc.)

Sexual Harassment: It's No Game
Uses segments from the television show "Cagney and Lacey" to illustrate the complexity of sexual harassment and to answer common questions and concerns. (33 min., Center for Women in Government, University at Albany)

RESOURCES--AUDIOVISUALS (page four)

Stale Roles and Tight Buns: Images of Men in Advertising
Presents a selection of images of men found in consumer advertising. Through these, we see the myths used to define and limit the American man. The video forces us to examine our definitions of "real men" and to think critically about the pressures that shape these ideals. (29 min., O.A.S.I.S.)

There's No Such Thing as Women's Work
Traces working women in the U.S. from the Colonial period to the present. It addresses changing attitudes about issues such as employer-sponsored child care, on-the-job safety and health issues, and children's and women's protective labor laws. (30 min., U.S. Department of Labor, Division of Audiovisual Communication for the Women's Bureau)

Trade Secrets: Blue Collar Women Speak Out
Ironworker, welder, sprinklerfitter, electrician: four women reveal how their lives changed when they stepped into the traditionally male world of skilled crafts. They tell how they overcame the physical and personal obstacles to find satisfaction in their trades, greater financial power, and a new sense of identity. (23 min, Women Make Movies)

Women in Science
A series of seven videos for junior high, high school and college students introduce students to hundreds of exciting and rewarding professional careers through interviews with dozens of successful women scientists. (30 min. each, Agency for Instructional Technology)

Work and Family: Walking the Tightrope
This program presents the background for a discussion of the problems facing workers today--child care, parental leave, alternative work schedules, and employee assistance programs. (30 min., The Bureau of National Affairs, Inc.)

Your Choice--Your Future
Designed to stimulate discussion about the advantages and disadvantages of nontraditional occupations. Includes interviews with thirteen people who chose nontraditional occupations. (18 min., Vocational Education Section, Purdue University)

ORDERING INFORMATION

Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120

Alaska Department of Education, Office of Adult and Vocational Education, Pouch F, Juneau, AK 99811, 907/465-4685

Building Lives Production, 116 Colonial Village, Amherst, MA 01002

The Bureau of National Affairs, Inc., Circulation Department, 1231 25th Street, N.W., Washington, DC 20037

California State University, Resources in Gender Studies, c/o Gayle Kimball, Women's Studies, Chico, CA 95929

Cambridge Documentary Films, Inc., P.O. Box 383, Cambridge, MA 02139

Center for Women in Government, University at Albany, State University of New York, 135 Western Avenue, Albany, NY 12222

Children's Video Library, P.O. Box 4995, Stamford, CT 06907

Direct Cinema Limited, P.O. Box 69799, Los Angeles, CA 90069, 213/652-8000

Films for the Humanities & Sciences, Inc., P.O. Box 2053, Princeton, NJ 08543, 800/257-5126

Futures Unlimited, Consortium for Educational Equity, Rutgers, The State University of New Jersey, Kilmer Campus 4090, New Brunswick, NJ 08903, 201/932-2071

JIST Works, Inc., 720 North Park Avenue, Indianapolis, IN 46202-3431

J.M. Glasc, Inc., P.O. Box 9999, Spokane, WA 99209, 509/326-4989

Lucerne Media, 37 Ground Pine Road, Morris Plains, NJ 07950, 800/341-2293

NAK Productions, 1317 Apple Avenue, Silver Spring, MD 20910, 301/565-0325

New Day Films, 22 Riverview Drive, Wayne, NJ 07470-3191, 201/633-0212

Northeastern Wisconsin In-School Telecommunications (NEWIST), Eileen Littig, IS 1110, University of Wisconsin-Green Bay, Green Bay, WI 54301, 414/465-2599

O.A.S.I.S., Inc., 15 Willoughby Street, Boston, MA 02135, 617/782-7769

Project TIDE (Toward Individual Development Through Equity), The Center for Occupational Education, The Jersey City State College, 2039 Kennedy Boulevard, Jersey City, NJ 07305

U.S. Department of Labor, Division of Audiovisual Communication for the Women's Bureau, 200 Constitution Avenue, N.W., Washington, DC 20210-9990

Vocational Education Section, Education Department, School of Humanities, Social Science and Education, Purdue University, West Lafayette, IN 47907

Vocational Studies Center, School of Education, University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53791-9393, 608/263-2929

Women in Fire Suppression, 411 Marathon Avenue, Dayton, OH 45406-4846, 513/277-4145

Women Make Movies, Box SE, 225 Lafayette Street, New York, NY 10012, 212/925-0606